1988

Adapting community college student services to meet the needs of non-traditional women students

Edna Cascioli Smith
Iowa State University

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Smith, Edna Cascioli, Ph.D.

Iowa State University, 1988

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Adapting community college student services to meet the needs of non-traditional women students

by

Edna Cascioli Smith

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education
Major: Education (Higher Education)

Approved:

Signature was redacted for privacy.
In Charge of Major Work

Signature was redacted for privacy.
For the Major Department

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For the Graduate College

Iowa State University
Ames, Iowa

1988

TABLE OF CONTENTS

CHAPTER 1. THE PROBLEM

Demographic projections indicate a decline in the number of traditional age college students and an increase in older non-traditional students. It is likely that the survival of many institutions of higher education in the following decades will be directly proportionate to their ability to attract, serve and satisfy the educational needs of these non-traditional students (Leach, 1984; Flynn, 1986).

According to Fenske (1983), these students have need of special services to give them a sense of community and to help them cope with personal, academic and vocational problems. Higher education has become more responsive to the needs of non-traditional or re-entry students in order to serve and retain them; however, services for this special group of students remain inadequate (Wheaton & Robinson, 1983; Thon, 1984).

Non-traditional females are especially in need of support services due to internal and external barriers (Wheaton & Robinson, 1983).

This study seeks to measure statistically significant differences between traditional and non-traditional students at two community colleges located in southwestern Iowa; Iowa Western Community College (IWCC) and Southwestern Community College (SWCC).

Iowa Western Community College

Iowa Western Community College (Area XIII) is a state supported institution offering post high school education operated under the regulations of the Iowa State Department of Public Instruction. The college is fully accredited by the North Central Association of Secondary Schools. Area XIII consists of most or all of Cass, Freemont, Harrison, Mills, Page, Pottawattamie and Shelby counties. Most of this area is rural with a population of 179,000, however, Council Bluffs and the metropolitan Omaha area are urban with populations of about 63,000 and 585,300, respectively. The college's main campus is located in Council Bluffs. Other centers are located in Clarinda, Atlantic, Harlan, and Shenandoah. The interested reader may find a goal statement of the college in Appendix A.

Southwestern Community College

Southwestern Community College (Area XIV) is a state supported institution offering post high school education operated under the regulations of the Iowa State Department of Public Instruction. The college is fully accredited by the North Central Association of Secondary Schools. Area XIV consists of all or part of Montgomery, Taylor, Clark, Decatur, Ringgold, Union, Adams, Adair, Madison, and Lucas counties. Most of this area is rural, however, the town of Creston, location of Southwestern's main campus has a population of 9,000. In addition to the main campus there is a center in Red Oak, Iowa. The center is presently housed in a building in downtown Red Oak. A list of goals of the college are located in Appendix B.

Statement of the Problem

In order for colleges to provide an effective institutional response to the non-traditional students, many questions must be answered: Who are the students? Why do they come? Are they aware of services? Do they use the services offered? How do they perceive the learning environment? Do traditional students differ from non-traditional students? Do specific colleges differ? Are there main campus versus satellite campus differences?

The purpose of this research study is to determine whether non-traditional female students differ significantly from traditional age students in demographic profile, awareness and usage of services and in perception of the learning environment.

There may be significant differences between IWCC and SWCC students. Therefore, this study seeks to measure any significant differences between IWCC and SWCC students in demographic profile, awareness, and usage of services and in perception of the learning environment.

There may also be differences between main campus students and satellite campus students. This study will also attempt to determine if any differences exist between main campus and satellite students in their demographic profile, awareness and usage of services and in perception of the learning environment.

The specific hypotheses to be tested are:

1. There will be no significant differences between traditional and non-traditional students when they are compared on each

of the following variables:

a. demographic profile

b. awareness of student services

c. usage of student services

d. perceptions of the learning environment.

2. There will be no significant differences between IWCC and SWCC students when they are compared on each of the following variables:

a. demographic profile

b. awareness of student services

c. usage of student services

d. perceptions of the learning environment.

3. There will be no significant differences between main campus and satellite campus students when they are compared on each of the following variables:

a. demographic profile

b. awareness of student services

c. usage of student services

d. perceptions of the learning environment.

The results of this study will help IWCC and SWCC by providing data about students on their respective campuses which will help them assess student needs and formulate appropriate institutional responses. The findings may also be beneficial to similar institutions as they attempt to meet the needs of a changing student population.

Definitions

For the purposes of this study, the following definitions will be used.

Non-traditional female--non-traditional female is a woman student 25 years or older enrolled full or part-time in a 2 or 4-year college for credit.

Learning environment--the definition used by Moore (1982) and by Maynard (1984) will be used in this study. Learning environment is "the interaction among institutional characteristics, human relationships, and campus events as they affect the process of learning."

Limitations of the Study

While this was not a single institution study, the sample size was small and both community colleges had specific demographic characteristics which make it inappropriate to generalize the findings of this study to other campuses. The respondents in this study were from both rural and urban areas and may not be representative of predominantly rural or urban community college students.

This study was not designed to allow causal inferences. The instrument further limits generalization which can be made due to relative saliance of specific items for different individuals and their perception.

CHAPTER 2. REVIEW OF THE LITERATURE

In this chapter, the research on non-traditional students will be reviewed, with special attention devoted to non-traditional females.

An accurate profile is difficult to produce due to inconsistency in the literature. While there is a great deal of information about non-traditional students, there is no clear definition of this group. Many labels have been used, such as re-entry students, adult learners, older students, and stop outs (Hughes, 1983). Non-traditional students have also been categorized as a sub-population of commuters (Rhatigan, 1986). There is also some discussion in the literature which suggests that displaced homemakers represent a subgroup of re-entry women needing special attention (Swift et al., 1987).

Age

Age cutoff as the deciding factor for inclusion as non-traditional also varies greatly in the literature. The cutoff point ranges from 22-30 years (Hughes, 1983). Age as primary variable for inclusion as non-traditional further contributes to inconsistency due to the fact that developmentally 18-24 year olds constitute one general level of development, while all ages after 25 may constitute several developmental levels (Perry, 1970; Loevinger, 1976; Levinson, 1986). Depending on which theory one reviews 18-24 year olds have a set of developmental tasks usually centering on search for identity whereas, non-traditional women students have tasks which focus on issues relevant to each of several levels (Kneflkamp et al. 1978;

Levinson, 1986).

Reasons for Re-entry

The reasons for re-entry vary. Some women may return to school to redefine identity beyond their role as wife or mother (Astin, 1976b), while others seek fulfillment of perceived needs.

Marstain and Smart (1977) set forth a motivational typology to explain why non-traditional students return to school. Rhatigan (1986) believes the Marstain typology is relevant today:

1. Social Relationships
   - To fulfill a need for personal associations and friendships
   - To make new friends
   - To meet members of the opposite sex
2. External Expectations
   - To comply with instructions from someone else
   - To carry out the expectations of someone with formal authority
   - To carry out the recommendations of some authority
3. Social Welfare
   - To improve my ability to serve mankind
   - To prepare for service to the community
   - To improve my ability to participate in community work
4. Professional Advancement
   - To give me higher status in my job
   - To secure professional advancement

- To keep up with competition

5. Escape/Stimulation

   - To get relief from boredom

   - To get a break in the routine of home or work

   - To provide a contrast to the rest of my life

6. Cognitive Interest

   - To learn just for the sake of learning

   - To seek knowledge for its own sake

   - To satisfy an inquiring mind (p. 9).

Characteristics

Inspite of difficulty in categorization and definition, Hughes (1983) reports that three characteristics consistently contrast non-traditional and traditional students in the literature. Those characteristics are diversity of commitment, lack of campus-focus and preference for informal learning. Many authors address these general themes (Astin, 1976a; Katz, 1976; Adelstein et al., 1983).

Iovacchini et al. (1985) found that older degree seeking students had higher divorce rates than traditional students, drove farther to school, and had more dependents.

According to White (Hughes, 1983), the non-traditional student is:

1. responsible for him or herself, and frequently directly responsible for the well-being of others;
2. perceived by others as generally fulfilling several roles of typical mature adults in our society; and,
3. one who perceives formal educational activity as only one of

> several competing or conflicting priorities, and often as incidental activity, one of increasing importance (p. 2).

Time must be divided among these multiple commitments to family, school, community and occupation (Astin, 1976; Douvan, 1981; Holtzclaw, 1980; Mardoyan et al., 1983; Miller, 1986).

Regan and Roland (1982) in an analysis of long-range life goals indicate that women students aspire to combinations of career and family which causes conflicts between family and career demands.

Non-traditional women, in particular may experience considerable role conflict as they attempt to fulfill their perceived obligations (Astin, 1976a; Gilligan, 1982; Douvan, 1981; Holtzclaw, 1980; Hooper, 1979; Wheaton & Robinson, 1983).

Non-traditional women also experience guilt due to an internalized concept of their primary role as wife and mother (Astin, 1976b) and depression (Roehl & Okun, 1984).

Gilligan (1982), citing Nancy Chodorow, indicates that in any given society, feminine personality defines itself in relation and connection to other people. Gilligan believes that "the quality of embeddedness in social interaction and personal relationships that characterizes women's lives in contrast to men's, however becomes not only a descriptive difference but also a developmental liability when the milestones of childhood and adolescent development in the psychological literature are markers of increasing separation. Women's failure to separate then becomes by definition a failure to develop" (pp. 8-9).

The non-traditional female students are likely to experience dissonance as they attempt to separate from relationships or to consolidate efforts toward academic goals. Instead of feeling independent and successful they are apt to feel guilty. Not only does the non-traditional student feel guilty and fragmented, but it is likely they she may be viewed as less professional or less committed to goals by faculty.

Astin (1976b) discusses personal problems and institutional barriers for re-entry women. Women lack confidence and are apprehensive about academic skills. Returning women students may also face faculty prejudice which views them as dilettantes or dabblers just taking a course or two.

Nayman (1984) indicates that attitudinal barriers of ageism also obstruct needed institutional adaptations and programs for non-traditional students.

The infantilization of adult students by practices developed for traditional aged students complicates matters further (Douvan, 1981).

Burke (1987) lists major sources of frustration for adult learners:

1. lack of programs designed to fit busy schedules or accessibility
2. admission standards that discount previous experience or educational background
3. psychological factors that threaten adults, i.e., classroom competition

4. emotional conflict relative to changing roles and family demands.

While non-traditional students in general face many problems in seeking an education, non-traditional or re-entry women encounter more barriers than other students. Wheaton and Robinson (1983) categorize the findings in existing literature as internal barriers or external barriers faced by non-traditional female students.

Internal barriers are psychological factors which tend to inhibit or slow the progress of the female student before or during her attempt at higher education. The internal reviewed listed by Wheaton and Robinson (1983) are as follows:

1. guilt and anxiety due to sex-role norms
2. role-conflict
3. projection (ego defense mechanism); the returning female projects her guilt onto others and perceives resistance when there is none
4. lack of confidence
5. inability to communicate assertively
6. lack of decision-making skills
7. low self-esteem
8. dependency.

External Barriers

External barriers are factors outside oneself which tend to inhibit or slow the progress of the female student before or during her involvement with higher education.

The external barriers categorized by Wheaton and Robinson (1983) are listed as follows:

1. lack of awareness about educational opportunities
2. unfamiliarity with procedures for re-entry
3. discriminatory admissions policies
4. rusty academic skills
5. discrimination from faculty and staff
6. lack of child care
7. inaccessibility of services and courses
8. difficulty with time management and scheduling
9. familial resistance or resistance and lack of support from friends.

These students have need of special services in order to give them a sense of community and to help them cope with personal, academic and vocational problems (Duffy & Fendt, 1984; Fenske, 1983; Thon, 1984; White, 1984; Shriberg, 1984; Heppner, 1982; Griff, 1987). However, due to their diversity, non-traditional students are a difficult group to serve (Hughes, 1983; Meers & Gildison, 1985).

Not only do traditional and non-traditional women students differ relative to needs and barriers but they differ in their awareness and usage of campus services (Keller & Rogers, 1983).

Awareness and Usage

Keller and Rogers (1983) found that traditional and non-traditional women students differed significantly in awareness of the campus women's center. More traditional than non-traditional (72%

versus 60%) knew of the Women's Resources Center.

Mardoyan et al. (1983) made a comparison of traditional and older students' knowledge of and preference for university counseling services. They surveyed 422 students (73% traditional and 27% non-traditional) and found that they did not differ significantly in awareness and usage of counseling services. They reported that 43% of traditional and 50% of older students were not aware that counseling services were available. Most of the students had not used the counseling services (81% of traditional versus 84% of older students). The groups did differ significantly with respect to perceived importance of evening hours. Sixty percent of the older students said evening hours were very important versus 29% of traditional students.

Perceptions of the Learning Environment

There are a number of definitions of campus environment or campus learning environment which suggest that people and environment are interactive elements (Conyne, 1983; Banning, 1986).

Campus environment consists of all stimuli that impinge upon the student. There is a transactional relationship between college students and their environments whereby a campus may inhibit or facilitate. The ideal interaction is one in which the environment produces satisfaction, as well as, student growth and development (Banning, 1986).

Conyne (1983) divides environmental conditions with which humans interact into eight general categories, as follows:

1. Physical settings--built and natural properties of a campus

(e.g., lighting, space, distances, buildings, parking facilities, and green spaces).

2. **Academic settings**--opportunities afforded by the campus for the formal teaching-learning-research process (e.g., activities occurring in classrooms, laboratories, and in study areas).
3. **Social settings**--formal and informal opportunities provided by the campus for meeting others, giving and getting support, forming relationships, and for being alone and private (e.g., student activities programming, student organizations, counseling services, and residence hall events).
4. **Cultural settings**--formal and informal opportunities available on campus for gaining understanding of cross-cultural phenomena, aesthetic appreciation, and exposure to variety in artistic experiences (e.g., international houses, concerts, and poetry readings).
5. **Organizational settings**--existing campus organizational structures that have responsibility for maintaining and delivering services and functions to campus inhabitants (e.g., academic departments, student affairs offices, and the physical plant).
6. **Administrative conditions**--the stated policies, procedures, and practices of the college or university as well as its unarticulated norms and standards (e.g., admissions procedures, counseling center client assignment procedures,

and general expectations of how a university student "should behave").

7. **Basic resources**--the campus provision of basic living requirements, such as adequate housing for the residential campus, food services, recreational opportunities, transportation and parking systems, heat in winter, and financial aid for needy students (e.g., residence hall rooms, union food services, confidential rooms for counseling, bus services, and playing fields).
8. **Ecological climate**--a summative perception, similar to the general personality of an individual, that the institution has acquired over time, derived from its physical, academic, social, cultural, organizational, and administrative conditions (i.e., such phrases as "preppy school," "party school," "cow college," "tech school," a "warm intellectual atmosphere," or a "challenging liberal arts environment") (p. 435).

Banning (1986) believes that the environment of non-residential students extends to the physical/social environment beyond the university, creating a multiplicity of environments.

Non-traditional students would seem to be students with multiple complex environments as well as diverse characteristics. If satisfaction, growth and retention are goals desired of the interaction between non-traditional female students and their environment, then non-traditional students are indeed a difficult group to serve.

Institutional Response

It would seem that there is ample evidence in the literature to support the concerns of student services personnel regarding the needs of the non-traditional women, however methods of assessing needs should be based on empirical data (Mardoyan, Alleman, & Cochran, 1983; Austin et al., 1986) as should any marketing strategies or programs directed at non-traditional students (Leach, 1984; Hu, 1985).

Thon (1984) made the following recommendations for improved institutional response to the needs of non-traditional students:

1. Increase institutional awareness of the presence and needs of older students
2. Identify a person and/or office as an advocate for adult students
3. Provide a printed manual for returning students
4. Upgrade career counseling and placement services for adult students
5. Improve orientation services for older students
6. Involve older students in the provision of student services
7. Involve families of adult students in some campus activities
8. Remain concerned about young students
9. Emphasize lifelong learning in student services philosophy and goals.

A number of authors have made similar recommendations (Astin 1976a, 1976b; Katz, 1976; Wheaton & Robinson, 1983; White, 1984; Nayman, 1984; Meers & Gildison, 1985) and many have included the

caveat that not all institutions should adopt all these ideas.

Since each campus has a diverse student constituency and a unique learning environment, ultimately each institution must find its own solution based on an empirical analysis of the needs of its student population.

CHAPTER 3. METHODOLOGY

This chapter describes the development of the instrument, sample selection, distribution of the questionnaire, data collection and data preparation procedures. The statistical procedures used to analyze the data are also listed.

Instrument Development

After reviewing the literature, an instrument was developed for a pilot study. The questions were forced choice yes/no format focused on the following content areas: general demographic profile, awareness and usage of student services, and student participation. The questions were based on items suggested by Mardoyan, Alleman, and Cochran (1983), and Keller and Rogers (1983).

A pilot study was conducted and results indicated that the students understood the questions. After consultation with the graduate committee the researcher included additional questions dealing with student perceptions of the learning environment. These questions were taken from a survey developed for use at ISU which had been modified and successfully used at ISU (Moore, 1982) and at DMACC and SCC (Maynard, 1984). Additional modifications were needed for use in the present instrument. Items which dealt with quarter/semester change were omitted. Questions asked respondents if a statement described their institution and provided a Likert-type response scale:

5- strongly agree

4- agree

3- neither agree or disagree

2- disagree

1- strongly disagree

The revised instrument was submitted to faculty and students at IWCC and SWCC for review and their feedback facilitated development of the final instrument used for the study. A copy of the survey instrument may be found in Appendix C.

Reliability and Validity

The instrument used in this study was similar to tha used by Moore and Maynard. The questionnaire used by Moore (1982) had reliability figures of .83 on most of the items and was believed to have had high face validity (Maynard, 1984). Results of the pilot study (Smith & Robinson, 1988) and feedback from faculty and students suggested face validity for the final survey instrument. For factor and couplet composites, reliability will be reported in the Results and Discussion Chapter.

Sample Selection

At IWCC program names were put into a container and drawn at random by Dr. Martin Wolf, Vice President for Instructional Affairs. The programs drawn were Social Science, Technologies, Math/Science, Human Services, Trade and Industry, Business, Developmental Education, Humanities, Health Occupations, Business Occupation and Communication Arts.

At SWCC, Dr. Robert Ernst, Associate Superintendent of

Instruction, assisted in the random selection of programs. Programs selected were Nursing Education, Engineering, Office Occupations, Radio and TV Repair, Pre-Optometry, Pre-Medicine, Liberal Arts, Psychology/Sociology, Microcomputer Operations, and Pre-Nursing. Classes were then randomly drawn from each of the program areas. Approval for this research was granted by the administrations of both IWCC and SWCC. The research proposal was also submitted to the ISU Human Subjects Review Committee which granted approval after determining that appropriate ethical considerations had been met, specifically, informed consent, voluntary participation, assurance of confidentiality, and general value of knowledge sought.

Survey Distribution Process

Surveys were distributed the week of April 27, 1987. The questionnaires along with a cover letter to the students and letters to faculty were sent to each instructor of the classes which had been randomly selected (Appendices D and E). The instructors were asked to distribute the questionnaires the last 15 minutes of the class period.

Data Preparation

The individual questionnaires were examined by the researcher to eliminate unusable surveys. A codebook was prepared which indicated location and number of columns for each item. The researcher coded and proofed each survey. Any errors in coding were corrected. The coded surveys were sent to the Iowa State University Computation Center and key entry staff entered the data from the surveys into a

computer data file. Frequencies were run on the coded data and no errors were found.

Statistical Procedure

After consultation with members of the graduate committee the following statistical procedures were chosen for data analysis:

1. Frequencies and means
2. Cross-tabulations between independent variables
3. Analysis of variance
4. Percentages of responses on the Likert-type scale
5. Pearson correlation coefficients.
6. Factor analysis using varimax rotation
7. Reliability scores for all factors and couplets.

The data were analyzed at the Iowa State Computation Center using the SPSSx (Norusis, 1986) statistical analysis program.

CHAPTER 4. RESULTS AND DISCUSSION

The purpose of this study was to determine if significant differences exist between traditional female students and non-traditional female students in demographic profile, in awareness and usage of services and in perception of the learning environment.

A goal was set to obtain 400 surveys from the 3,000 students at IWCC and the 900 students at SWCC which represents approximately 10% of their combined population. Of the 260 surveys returned from the 390 surveys which were actually distributed, 6 were male respondents and 4 failed to indicate age and could not be used for the study. Therefore, there were 250 usable questionnaires representing a usable return rate of 64%.

Poor survey return rates are common among this population (Hughes, 1983), but the researcher had hoped to compensate for that fact by use of the classroom distribution technique. It may be that since the survey was limited to females, few surveys were received from classes in traditionally male occupations. Two instructors indicated they were unable to schedule the distribution of the survey. Females who did not attend class the day of the survey were unable to participate.

Table 1 reports the distribution of the 250 females in the sample across the four possible locations: IWCC main campus in Council Bluffs, Iowa with the satellite center in Clarinda, Iowa and SWCC main campus in Creston, Iowa with the satellite center in Clarinda, Iowa.

Forty percent of the respondents were traditional age students (less than 25 years) while 60% of the respondents were non-traditional

Table 1. Number and Location of Respondents

	Students				
	Traditional Females College		Non-Traditional Females College		
Campus	IWCC	SWCC	IWCC	SWCC	Total
Main	14% (34)	16% (41)	11% (27)	23% (57)	64% (159)
Satellite	6% (15)	3% (8)	14% (34)	14% (34)	36% (91)
Total	20% (49)	20% (49)	24% (61)	36% (91)	100% (250)

students. This is consistent with the literature which indicates that the students at community colleges are older.

The average age of the female students in the sample was 28.7 years (Appendix G).

Forty-four percent of the respondents attended IWCC, while 56% attended SWCC. Approximately 64% of the students attended one of the two main campuses, while 36% were students at satellite centers.

Tables 2-11 are cross tabulations which yielded significant demographic differences between traditional and non-traditional students, colleges, and campuses. The findings will be discussed in order by hypothesis as Tables 12-23 are reviewed. The interested reader may also refer to the specific cross tabulation for demographic variables.

The students in the sample drove an average of 15.7 miles (Appendix G) one-way or 31.4 miles round trip to attend classes. The range for miles driven (one-way) to school was 0-75 miles. There were no significant differences among the variables tested (students, colleges, campuses) in number of miles driven to school. This finding is not consistent with the literature, which reports that non-traditional students drive significantly farther to school.

The purpose of the study was to determine if non-traditional women students differ significantly from traditional women students.

Table 2. Residence of Traditional and Non-Traditional Students

Live	Students: Traditional	Students: Non-traditional	Row Total
Residence Halls	(11) 100.0 11.2%		(11) 4.4
In Town	(41) 38.7 41.8%	(65) 61.3 42.8%	(106) 42.4
Out of Town	(46) 34.6 46.9%	(87) 65.4 57.2%	(133) 53.2
Column Total	(98) 39.2%	(152) 60.8%	(250) 100.0%

Chi Square: 18.26
2 Degrees of Freedom
$p < .01$

Table 3. Residence by Campus

Live	Campus		Row Total
	Main	Satellite	
Residence Halls	(11) 100.0 6.9%		(11) 4.4
In Town	(62) 58.5 39.0%	(44) 41.5 48.4%	(106) 42.4
Out of Town	(86) 64.7 54.1%	(47) 35.3 51.6%	(133) 53.2
Column Total	(159) 63.6%	(91) 36.4%	(250) 100.0%

Chi Square: 7.56
2 Degrees of Freedom
$p < .05$

Table 4. Marital Status of Traditional and Non-Traditional Students

Marital Status	Single	Married No Children	Married With Children	Divorced	Other	Row Total
Traditional	(87)		(1)	(7)	(3)	(98)
	88.8		1.0	7.1	3.1	100.0
	90.6%		1.2%	13.5%	37.5%	
Non-traditional	(9)	(12)	(81)	(45)	(5)	(152)
	5.9	7.9	63.3	29.6	3.3	100.0
	9.4%	100.0%	98.8%	86.5%	62.5%	
Column Total	(96)	(12)	(82)	(52)	(8)	(250)
	38.4%	4.8%	32.8%	20.8%	3.2%	100.0

Chi Square: 178.35
4 Degrees of Freedom
$p < .05$

Table 5. Marital Status by Campus

Campus	Single	Married No Children	Married With Children	Divorced	Other	Row Total
Main	(72)	(6)	(42)	(31)	(8)	(159)
	45.3	3.8	26.4	19.5	5.0	63.6
	75.0%	50.0%	51.2%	59.6%	100.0%	
Satellite	(24)	(6)	(40)	(21)		91
	26.4	6.6	44.0	23.1		36.4
	25.0%	50.0%	48.8%	40.4%		
Column Total	(96)	(12)	(82)	(52)	(8)	(250)
	38.4%	4.8%	32.8%	20.8%	3.2%	100.0

Chi Square: 116.71
4 Degrees of Freedom
$p < .01$

Table 6. Employment of Traditional and Non-traditional Students

Response	Students		Row Total
	Traditional	Non-traditional	
No	(29) 29.6 29.6%	(69) 70.4 45.4%	(98) 39.2
Yes	(69) 45.4 70.4%	(83) 54.6 54.6%	(152) 60.8
Column Total	(98) 39.2%	(152) 60.8%	(250) 100.0%

Chi Square: 5.59
1 Degrees of Freedom
$p < .05$

Table 7. Full/Part-time Employment of Traditional and Non-traditional Students

Response	Students		Row Total
	Traditional	Non-traditional	
Part-time	(57) 61.3 82.6%	(36) 38.7 43.9%	(93) 61.6
Full-time	(12) 20.7 17.4%	(46) 79.3 56.3%	(58) 38.4
Column Total	(69) 45.7%	(82) 54.3%	(151) 100.0%

Chi Square: 22.12
1 Degrees of Freedom
$p < .01$

Table 8. Full/Part-time Employment by Campus

Full-Part-time	Students		Row Total
	Main	Satellite	
Part-time	(63) 67.7 70.0%	(30) 32.3 49.2%	(93) 61.6
Full-time	(27) 46.6 30.0%	(31) 53.4 50.8%	(58) 38.4
Column Total	(90) 59.6%	(61) 40.4%	(151) 100.0%

Chi Square: 5.81
1 Degrees of Freedom
$p < .05$

Table 9. Full/Part-time Registration of Traditional and Non-Traditional Students

Registration	Students		Row Total
	Traditional	Non-traditional	
Full-time	(75) 47.2 80.6%	(84) 52.8 57.9%	(159) 66.8
Part-time	(14) 20.0 15.1%	(56) 80.0 38.6%	(70) 29.4
Other	(4) 44.4 4.3%	(5) 55.6 3.4%	(9) 3.8
Column Total	(93) 39.1%	(145) 60.9%	(238) 100.0%

Chi Square: 15.18
2 Degrees of Freedom
$p < .01$

Table 10. Full/Part-time Registration by College

Registration	College		Row Total
	IWCC	SWCC	
Full-time	(80) 50.3 75.5%	(79) 49.7 59.8%	(159) 66.8
Part-time	(25) 35.7 23.6%	(45) 64.3 34.1%	(70) 29.4
Other	(1) 11.1 .9%	(8) 88.9 6.1%	(9) 3.8
Column Total	(106) 44.5%	(132) 55.5%	(238) 100.0%

Chi Square: 8.42
2 Degrees of Freedom
$p < .01$

Table 11. Full/Part-time Registration by Campus

Registration	Campus		Row Total
	Main	Satellite	
Full-time	(117)	(42)	(159)
	73.6	26.4	66.8
	77.0%	48.8%	
Part-time	(32)	(38)	(70)
	45.7	54.3	29.4
	21.1%	44.2%	
Other	(3)	(6)	(9)
	33.3	66.7	3.8
	2.0%	7.0%	
Column Total	(152)	(86)	(238)
	63.9%	36.2%	100.0%

Chi Square: 20.13
2 Degrees of Freedom
$p < .01$

Table 12. Significant Demographic Differences Between Traditional and Non-Traditional Female Students

Item Number	Item Statement	% Yes Traditional Students	% Yes Non-Traditional Students
4.	Where do you live?		
	___ Residence Hall	11.2	0.0*
	___ Private home or apartment in town	41.8	42.8
	___ Private home or apartment out of town	46.9	57.2
6.	Marital status:		
	___ Single	88.8	5.9**
	___ Married, without children	0.0	7.9
	___ Married, with one or more children living at home	1.0	53.3
	___ Divorced or separated, with one or more children living at home	7.0	29.6
	___ Other, please specify _____	3.1	3.3
7.	Are you employed?		
	___ Yes	70.4	54.6*
	If employed:		
	___ Full-time	17.4	56.1**
	___ Part-time	82.6	43.9
24.	What is your classification?		
	a) Freshman (less than 48 qtr. hrs.)	64.5	56.1
	b) Sophomore (more than 48 qtr.	35.5	43.9
25.	Are you:		
	a) Full time (registered for 12 qtr. hrs.)	80.6	57.9
	b) Part time (registered for 11 qtr. hrs. or less)	15.1	38.6**
	c) Other	4.3	3.4

*$p < .05$.

**$p < .01$.

Table 13. Significant Differences in Awareness of Services Between Traditional and Non-traditional Female Students

Item Number	Item Statement	% Yes Traditional Students	% Yes Non-Traditional Students
8.	Do you know the names of the college counselors?	39.2	42.3
9.	Do you know how to get in touch with the college counselors?	82.7	80.7
10.	Do you know the name of your faculty advisor?	73.5	56.1**
11.	Do you know how to get in touch with your faculty advisor?	85.4	73.2
18.	Were you aware of any planned student activities?	36.7	14.5***

**p < .01.

***p < .001.

Table 14. Significant Differences in Usage of Services Between Traditional and Non-traditional Female Students

Item Number	Item Statement	% Yes Traditional Students	% Yes Non-Traditional Students
12.	Have you voluntarily requested a conference with a college counselor during the past year?	37.1	37.7
16.	Have you had discussions with a college counselor concerning the following topics:		
	a. college requirements or curriculum	37.2	48.0
	b. occupational opportunities or requirements	21.3	30.8
	c. grades, study habits or study skills	12.8	12.3
	d. long range goals as they relate to your interests or abilities	20.2	29.0
	e. personal or social problems	5.3	11.0
13.	Have you voluntarily requested a conference with your faculty advisor during the past year?	38.1	35.3
15.	Have you had discussions with your faculty advisor concerning the following topics:		
	a. college requirements or curriculum	65.3	51.7
	b. occupational opportunities or requirements	43.2	42.5*
	c. grades, study habits or study skills	34.7	33.8***
	d. long range goals as they relate to your interests or abilities	38.3	35.2
	e. personal or social problems	18.1	16.8
17.	Did you participate in any student activities offered this year?	36.7	14.5*

*$p < .05$.

***$p < .001$.

Table 15. Significant Differences in Perception Between Traditional and Non-traditional Female Students

Item Number	Item Statement	% Yes Traditional Students	% Yes Non-Traditional Students
14.	If you should feel the need for assistance with a problem, would you consult with:		
	a. a counselor	(33) 48.5	76.7***
	b. your advisor	(56) 74.7	78.7
	c. instructor	(54) 76.1	95.8***
19.	Would evening or weekend hours influence your use of counseling services?		
	Evening hours		
	___ not important	53.8	57.0
	___ average importance	36.6	31.5
	___ very important	9.7	11.4
	Weekend hours		
	___ not important	64.5	67.4
	___ average importance	26.9	25.7
	___ very important	8.6	6.9
20.	Would evening or weekend hours influence your taking classes?		
	Evening hours		
	___ not important	28.0	20.7**
	___ average importance	44.1	28.7
	___ very important	28.0	50.7
	Weekend hours		
	___ not important	51.1	34.9*
	___ average importance	31.5	37.7
	___ very important	17.4	27.4

*$p < .05$.

**$p < .01$.

***$p < .001$.

Table 16. Significant Demographic Differences Between IWCC and SWCC Female Students

Item Number	Item Statement	% Yes IWCC Students	% Yes SWCC Students
4.	Where do you live?		
	___ Residence Hall	4.5	4.3*
	___ Private home or apartment in town	42.7	42.1
	___ Private home or apartment out of town	52.7	53.6
6.	Marital status:		
	___ Single	41.8	35.7
	___ Married, without children	3.6	5.7
	___ Married, with one or more children living at home	31.8	33.6
	___ Divorced or separated, with one or more children living at home	19.1	22.1
	___ Other, please specify _____	3.6	2.9
7.	Are you employed?		
	___ Yes	61.8	60.0
	If you answered yes:		
	___ Full-time	36.8	39.8*
	___ Part-time	63.2	60.2*
24.	What is your classification?		
	a) Freshman (less than 48 qtr. hrs.)	60.7	58.4*
	b) Sophomore (more than 48 qtr.)	39.3	41.6*
25.	Are you:		
	a) Full time (registered for 12 qtr. hrs.)	75.5	59.8**
	b) Part time (registered for 11 qtr. hrs. or less)	23.6	34.1
	c) Other	.9	6.1

*$p < .05$.

**$p < .01$.

Table 17. Significant Differences in Awareness of Services Between IWCC and SWCC Female Students

Item Number	Item Statement	% Yes IWCC Students	% Yes SWCC Students
8.	Do you know the names of the college counselors?	45.4	37.7
9.	Do you know how to get in touch with the college counselors?	82.7	80.4
10.	Do you know the name of your faculty advisor?	60.9	64.7
11.	Do you know how to get in touch with your faculty advisor?	78.9	77.2
18.	Were you aware of any planned student activities?	83.5	59.0***

***$p < .001$.

Table 18. Significant Differences in Usage of Services Between IWCC and SWCC Female Students

Item Number	Item Statement	% Yes IWCC Students	% Yes SWCC Students
12.	Have you voluntarily requested a conference with a college counselor during the past year?	48.6	28.8**
16.	Have you had discussions with a college counselor concerning the following topics:		
	a. college requirements or curriculum	53.2	36.1**
	b. occupational opportunities or requirements	30.3	24.4
	c. grades, study habits or study skills	13.8	11.5
	d. long range goals as they relate to your interests or abilities	27.8	32.1
	e. personal or social problems	11.9	6.1
13.	Have you voluntarily requested a conference with your faculty advisor during the past year?	43.1	31.2
15.	Have you had discussions with your faculty advisor concerning the following topics:		
	a. college requirements or curriculum	61.1	53.8
	b. occupational opportunities or requirements	42.2	43.2
	c. grades, study habits or study skills	22.0	44.5***
	d. long range goals as they relate to your interests or abilities	36.4	36.4
	e. personal or social problems	19.4	15.5
17.	Did you participate in any student activities offered this year?	29.1	18.6*

*$p < .05$.

**$p < .01$.

***$p < .001$.

Table 19. Significant Differences in Perception Between IWCC and SWCC Eemale Students

Item Number	Item Statement		% Yes IWCC Students	% Yes SWCC Students
14.	If you should feel the need for assistance with a problem, would you consult with:			
	a. a counselor	(44)	62.0	66.7
	b. your advisor	(63)	77.8	76.5
	c. instructor	(76)	88.4	88.5
19.	Would evening or weekend hours influence your use of counseling services?			
	Evening hours			
	___ not important		52.3	58.6
	___ average importance		38.5	29.3
	___ very important		9.2	12.0
	Weekend hours			
	___ not important		60.2	71.3
	___ average importance		37.0	17.1**
	___ very important		2.8	11.6
20.	Would evening or weekend hours influence your taking classes?			
	Evening hours			
	___ not important		16.5	29.1**
	___ average importance		43.1	27.6
	___ very important		40.4	43.3
	Weekend hours			
	___ not important		38.9	43.1
	___ average importance		43.5	28.5*
	___ very important		17.6	28.5

*$p < .05$.

**$p < .01$.

Table 20. Significant Demographic Differences Between Main and Satellite Campus Female Students

Item Number	Item Statement	% Yes Main Campus Students	% Yes Satellite Campus Students
4.	Where do you live?		
	___ Residence Hall	6.9	0.0*
	___ Private home or apartment in town	39.0	48.4
	___ Private home or apartment out of town	54.1	51.6
6.	Marital status:		
	___ Single	45.3	26.4**
	___ Married, without children	3.8	6.6
	___ Married, with one or more children living at home	26.4	44.0
	___ Divorced or separated, with one or more children living at home	19.5	23.1
	___ Other, please specify _____	5.0	0.0
7.	Are you employed?		
	___ Yes	57.2	67.0
	If you answered yes:		
	___ Full-time	30.0	50.8*
	___ Part-time	70.0	49.2*
24.	What is your classification?		
	a) Freshman (less than 48 qtr. hrs.)	60.4	57.8
	b) Sophomore (more than 48 qtr.)	39.6	49.2
25.	Are you:		
	a) Full time (registered for 12 qtr. hrs.)	77.0	48.8**
	b) Part time (registered for 11 qtr. hrs. or less)	21.1	44.8**
	c) Other	2.0	7.0

*$p < .05$.

**$p < .01$.

Table 21. Significant Differences in Awareness of Services Between Main and Satellite Campus Female Students

Item Number	Item Statement	% Yes Main Campus Students	% Yes Satellite Campus Students
8.	Do you know the names of the college counselors?	35.9	50.0*
9.	Do you know how to get in touch with the college counselors?	79.6	84.6
10.	Do you know the name of your faculty advisor?	74.5	42.7***
11.	Do you know how to get in touch with your faculty advisor?	83.4	68.2**
18.	Were you aware of any planned student activities?	82.2	48.4***

*$p < .05$.

**$p < .01$.

***$p < .001$.

Table 22. Significant Differences in Usage of Services by Main and Satellite Campus Female Students

Item Number	Item Statement	% Yes Main Campus Students	% Yes Satellite Campus Students
12.	Have you voluntarily requested a conference with a college counselor during the past year?	32.3	46.*
16.	Have you had discussions with a college counselor concerning the following topics:		
	a. college requirements or curriculum	62.3	47.7
	b. occupational opportunities or requirements	42.3	43.5
	c. grades, study habits or study skills	39.9	23.8**
	d. long range goals as they relate to your interests or abilities	38.7	32.1
	e. personal or social problems	15.8	20.0
13.	Have you voluntarily requested a conference with your faculty advisor during the past year?	39.5	31.1
15.	Have you had discussions with your faculty advisor concerning the following topics:		
	a. college requirements or curriculum	39.6	51.1
	b. occupational opportunities or requirements	21.7	36.4*
	c. grades, study habits or study skills	11.8	13.8
	d. long range goals as they relate to your interests or abilities	22.2	31.4
	e. personal or social problems	7.2	11.5
17.	Did you participate in any student activities offered this year?	25.2	19.8

*$p < .05$.

**$p < .01$.

Table 23. Significant Differences in Perception Between Main Campus and Satellite Campus Female Students

Item Number	Item Statement	% Yes Main Campus Students	% Yes Satellite Campus Students
14.	If you should feel the need for assistance with a problem, would you consult with:		
	a. a counselor	(57) 58.2	75.0*
	b. your advisor	(99) 80.5	70.0
	c. instructor	(99) 86.1	92.0
19.	Would evening or weekend hours influence your use of counseling services?		
	Evening hours		
	___ not important	59.2	50.0
	___ average importance	31.6	36.7
	___ very important	9.2	13.3
	Weekend hours		
	___ not important	72.8	54.7**
	___ average importance	21.9	33.7
	___ very important	5.3	11.6
20.	Would evening or weekend hours influence your taking classes?		
	Evening hours		
	___ not important	30.1	12.2**
	___ average importance	34.0	35.6
	___ very important	35.9	52.2
	Weekend hours		
	___ not important	43.8	36.5*
	___ average importance	37.9	30.6
	___ very important	18.3	32.9

*$p < .05$.

**$p < .01$.

Hypothesis 1

Hypothesis 1 stated that there would be no significant differences between traditional and non-traditional women students when they are compared on each of the following variables:

a. demographic profile

b. awareness of student services

c. usage of student services

d. perception of the learning environment.

Each variable will be reviewed relative to the items which comprise it.

Demographic variables

There were significant demographic differences between traditional and non-traditional women students (Table 12).

Residence pattern Approximately 11% of the traditional students lived in residence halls, while none of the non-traditional students lived in residence halls. More non-traditional students (57.2%) lived out of town than did traditional women students (46.9%) (Tables 2 and 12).

Marital status Non-traditional and traditional women students differ significantly relative to marital status (Tables 4 and 12). Only 5.9% of the non-traditional women students were single, while 88.8% of the traditional women students were single. One percent of the traditional women students were married with children but 53.3% of the non-traditional women were married with one or more children living at

home. The groups also differed significantly when asked if they were divorced or separated with children living at home. Non-traditional women students (29.6%) reported being single parents more often than traditional women students (7.0%). The non-traditional women in this study were more involved with family responsibilities involving children than were traditional women students. This finding is consistent with the literature.

Employment When asked about employment, non-traditional women students and traditional women students differed significantly (Tables 6 and 12). Traditional women students (70.4%) were employed more often than non-traditional women students (54.6%). However, non-traditional women students (56.1%) were employed full-time more often than traditional women students (17.4%). Traditional women students tended to work at part-time jobs (82.6%) more often compared to non-traditional women students (43.9%).

Classification There were no significant differences between traditional and non-traditional women students relative to classification (freshman-sophomore).

Registration Traditional and non-traditional women students differed significantly when asked about full and part-time registration (Tables 9 and 12). Traditional women students (80.6%) were registered full-time more often than non-traditional women students (57.9). Fifteen percent of the traditional women students were registered part-time compared to 38.6% of the non-traditional women students. However,

both traditional and non-traditional students registered full-time more than part-time.

Traditional students in this study lived in town, were single, were employed part-time and registered full-time in college. In contrast the non-traditional women students lived out of town, were married or divorced with children, when employed were full time and were registered part-time for college.

The null hypothesis was rejected for the demographic variable.

Awareness

Traditional and non-traditional women students differed significantly when compared on some items chosen to measure awareness (Table 13).

College counselors When asked if they knew the names of and how to reach the college counselor, traditional and non-traditional women students did not differ significantly.

Faculty advisors Traditional students (73.5%) knew the names of their faculty advisor more often than non-traditional students (56.1%). However, when asked if they knew how to get in touch with their advisor, the traditional and non-traditional women students did not differ significantly.

Awareness of planned activities With respect to their awareness of planned activities, there was a statistically significant difference between the traditional and non-traditional women students. More traditional women students (36.7%) knew about planned activities than

non-traditional women students (14.5%) (Table 13).

The null hypothesis was rejected for the variable dealing with awareness.

Usage

Counselor—Topics of concern The traditional and non-traditional women students in this study demonstrated no statistically significant differences when asked if they had requested a counselor conference. Topics discussed with counselors were also similar for both groups (Table 14).

Faculty advisor—Topics of concern The groups did not differ regarding requested conferences with faculty advisors, nor did they differ relative to counseling topics discussed (Table 14).

Participation The only statistically significant difference in usage of services occurred relative to participation. Only 14.5% of the non-traditional women students participated in any activities offered during the year compared with 36.7% for traditional students (Table 14). This is consistent with the literature, many students with families do not participate in activities (Wilmes & Quade, 1986).

Perception

Preference for assistance Traditional and non-traditional women students demonstrated statistically significant differences regarding perceived preferences for assistance (Table 15).

More non-traditional women students (76.7%) said they would consult a counselor compared to traditional women students (48.5%).

Non-traditional women students (95.8%) were also more willing to consult an instructor compared to traditional women students (76.1%). They did not differ with regard to willingness to seek out instructors or others (Table 15).

Preference for weekend or evening counseling There were no statistically significant differences between traditional and non-traditional women students regarding evening or weekend hours for counseling services (Table 15).

Preference for evening or weekend classes Traditional and non-traditional women students reported statistically significant differences regarding importance of evening classes. About 50% of non-traditional women students believed evening classes are very important compared to 28% of the traditional women students. Forty-four percent of the traditional women students and 28.7% of the non-traditional women students said evening hours were of average importance (Table 15).

The groups also differed regarding weekend hours or classes. About 51% of traditional women students said weekend classes were not important compared to 34.9% of non-traditional women students (Table 15).

The null hypothesis was rejected for hypothesis 1. When traditional women students were compared to non-traditional students they revealed statistically significant differences on each of the

following variables:

a. demographic profile

b. awareness of services

c. usage of services

d. perception of learning environment.

Hypothesis 2

The second hypothesis states that there will be no significant differences between IWCC and SWCC students when they are compared on each of the following variables:

a. demographic profile

b. awareness of student services

c. usage of student services

d. perception of learning environment.

Demographic profile

Residence pattern There were no significant differences between IWCC and SWCC students relative to residence pattern (Table 16).

Marital status There were no significant differences between IWCC and SWCC students in marital status (Table 16).

Employment There were no significant differences between IWCC and SWCC students relative to employment (Table 16).

Classification There were no significant differences between IWCC and SWCC students in classification (freshman-sophomore) (Table

16).

Registration IWCC and SWCC students differ significantly relative to registration. The IWCC students (75.5%) in the study were registered full time more often than SWCC students (59.8%). About 24% of the IWCC students compared to the SWCC students (34.1%) were registered part-time (Table 16).

There were very few demographic differences between IWCC and SWCC.

Awareness

Counselors Students at IWCC and SWCC did not differ significantly relative to awareness of counselor names or locations (Table 17).

Faculty advisors There were no significant differences between IWCC and SWCC students relative to awareness of faculty advisor names or locations (Table 17).

Awareness of planned activities Students at IWCC and SWCC differed significantly when asked if they were aware of any planned student activities. About 84% of the IWCC students indicated that they were aware of student activities compared to 59% of SWCC students (Table 17).

Usage

Counselors and topics of concern IWCC and SWCC students differed significantly when asked if they had voluntarily requested a counselor conference. Students at IWCC (48.6%) had requested conferences more often than SWCC students (28.8%). Respondents from IWCC (53.2%) discussed college requirements or curriculum more often than did students from SWCC (35.1%) (Table 18).

Faculty advisor and topics of concern IWCC and SWCC students did not differ significantly when asked if they had voluntarily requested a conference with their faculty advisor.

The two groups did differ with regard to topics discussed. Twenty-two percent of the IWCC students had discussed grades, study habits or skills with their faculty advisor compared to 44.5% of SWCC students (Table 18).

Participation While both groups indicate a low rate of participation, significantly more IWCC students (29.1%) report that they participated in student activities during the year compared to SWCC (18.6%) (Table 18).

Perception

Preference for assistance The students at IWCC and SWCC did not differ significantly in preference for assistance.

Evening-weekend counseling There were no significant differences between IWCC and SWCC students with regard to evening hours for counseling services.

The groups did differ significantly when asked about weekend counseling services. Thirty-seven percent of the IWCC students said weekend hours were of average importance and 2.8% said it was very important. In contrast, 17.1% of the SWCC students said weekend counseling hours were of average importance and 11.6% said they were very important (Table 19).

Evening-weekend classes Students at IWCC and SWCC differed significantly relative to the importance of evening hours for classes. Both groups indicated evening hours were important. About 40% at IWCC said evening hours were very important, 43.1% said average importance and 16.5% said they were not important. At SWCC 43.4% of the students said evening classes were very important, 27.6% said average importance and 29% said they were not important (Table 19).

The two colleges also differed significantly relative to preference for weekend classes. At IWCC 17.6% said weekend classes were very important and 43.5% said weekend classes were of average importance. At SWCC 28.5% of the respondents thought weekend classes were very important and 28.5% thought they were of average importance (Table 19).

Hypothesis 2 was rejected. Although IWCC and SWCC did not differ on many of the items, the two schools differed significantly on at least one item for each of the variables. There were

significant differences between IWCC and SWCC in demography, awareness usage, and perception.

Hypothesis 3

Hypothesis 3 states that there will be no significant differences between main and satellite campus students when compared on each of the following variables:

a. demographic profile

b. awareness of student services

c. usage of student services

d. perception of learning environment.

Demographic profile

Residence pattern Main campus students differed significantly from satellite campus students in residence pattern. No satellite campus students lived in residence halls compared to 6.9% of main campus students. There are no residence halls operating on satellite campuses (Table 3 and 20). Of the students who lived in town more, satellite students (48.4%) lived in town than did main campus students (39%). However, most students in both groups live out of town (Table 3).

Marital status Main and satellite campus students differed significantly when marital status was compared. About 45% of the main campus students were single compared with 26.4% of the satellite students. More satellite students (44%) were married and had children living at home compared to main campus students (26.4%) (Tables 5 and

20).

Employment Main and satellite campus students differed significantly regarding part and full-time employment. More satellite students (50.8%) were employed full-time than main campus students (30%). More main campus students (70%) were employed part-time than satellite students (49.2%) (Tables 8 and 20).

Classification There were no significant differences in classification (freshman-sophomore) between main and satellite campus students (Table 20).

Registration There were significant differences between main and satellite campus students relative to full-time registration. More main campus students were registered full time than satellite students (48.8%). More satellite students were registered part-time compared to the main campus students (21%) (Table 20).

Summary

The demographic data for main and satellite campus differences paralleled much of the demographic data for traditional and non-traditional student differences. Like non-traditional students the satellite students did not live in residence halls, were married with children, worked full-time most often and were registered part-time. This finding was not surprising since more non-traditional women students attend satellite centers than traditional women students (Table 1).

Awareness

Counselors

Main and satellite students differed significantly when asked if they knew the names of the counselors. More satellite students (50%) knew the names of the counselors.

Faculty advisor

Only 42.7% of the satellite campus students knew the names of their faculty advisor compared to 74.5% of the main campus students. The main campus students (83.4%) knew how to get in touch with their advisor more often than the satellite students (68.2%) (Table 21).

Awareness of activities

Main campus and satellite students differed significantly relative to awareness of planned student activities. About 82% of the main campus students were aware of planned activities compared with 48% of the satellite campus students (Table 21).

Usage

Counselor--Topics of concern

The main campus and satellite students differed significantly when asked if they had voluntarily requested a conference with a counselor during the past year. Satellite students (46.7%) had requested conferences more often than main campus students (32.3%).

Main campus students (39.9%) reported that they discussed grades, study habits or study skills with a counselor more often than

satellite students (23.8%) (Table 22).

Faculty advisor--Topics of concern

The groups did not differ relative to counselor conferences. However, satellite students (36.4%) discussed occupational opportunities or requirements with their faculty advisor more often than main campus students (21.7%) (Table 22).

Participation

Main and satellite campus students did not differ significantly when asked if they had participated in any student activities during the year. Both groups participated very little, 25.2% of main campus students compared to 19.8% of satellite campus students (Table 22).

Perception

Main campus students and satellite campus students demonstrated some statistically significant differences in perception.

Preference for assistance

Seventy-five percent of the satellite campus students said they would consult a counselor if they needed assistance compared with 58.2% of the main campus students (Table 23).

Evening and weekend counseling

Weekend hours for counseling services were considered less important by main campus students. About 73% of the students on main campus said weekend hours were not important compared to 54.7% of satellite campus students (Table 23).

Evening and weekend classes

Main and satellite campus students differed significantly when asked about evening and weekend hours for classes.

Fifty-two percent of the satellite campus students thought evening hours for classes were very important compared to 35.9% of main campus students. Thirty percent of the main campus students thought evening classes were not important, while only 12.2% of satellite students expressed that view (Table 23).

The groups also differed relative to weekend hours for classes. Thirty-two percent of the satellite students felt weekend hours were very important compared to 18.3% of the main campus students. About 44% of the main campus students said that weekend hours were not important compared to 36.5% of the satellite students.

The third null hypothesis was rejected because there were significant differences between main and satellite campuses among items chosen to measure the demographic, awareness, usage, and perception variables.

Analysis of perception of the learning environment

Perception of the learning environment was also analyzed by use of a five point Likert-type scale which ranged from "strongly agree" to "strongly disagree." There were fifty items in the scale.

Frequencies and number of respondents are listed in Appendix G. Tables 24-26 present three viewpoints of the perceptual information. "Strongly Agree" statements were collapsed into the "Agree" category and "Strongly Disagree" statements were collapsed into the "Disagree"

category. Table 24 reports items with a high degree of consensus. Items included had a 70% or higher positive response rate. Eleven items received strong consensus (about 22% of the items). A review of these items suggests that the students are glad they came to the college and have positive feelings about their courses and instructors.

Table 25 lists items with a neither agree or disagree response. The respondents seem to be neutral or to have no opinion. These items deal mostly with social activities and campus life. Perhaps community college students were unable to address these issues.

Table 26 contains survey responses showing a difference of at least 20%. Thirty-six items appear in this scale which shows, as did Table 24, that very few items demonstrate strong consensus.

Factor Analysis

The fifty items used to measure perceptions of the learning environment were subjected to factor analysis procedures. Factors were formed by including items loading .50 or more. Items between .40 and .50 were included when they seemed to fit with the factor.

Two factors and one couplet were identified for the relationship scale (Table 27). Factor 1 was related to help available or positive feelings about quality of assistance from students and others and Factor 2 concerned student involvement in extracurricular organizations. Couplet 1 dealt with informal student groups and intramurals.

Factor analysis of the academic scale resulted in three factors and one couplet (Table 28). Factor 3 dealt with faculty relationships.

Table 24. Responses on Items with a High Degree of Consensus

Item	Percent
Agreeing	
The faculty encourages students to perform up to their capabilities	79.3
Students do a lot of last minute cramming	69.6
I am glad that I came to this college	80.0
If you ask, most instructors will go out of their way to help you	82.7
Students seek advice from one another	82.1
Course goals are clearly explained	72.3
Courses provide an intellectual challenge	77.7
Much reading is expected in my course	71.3
Instructors get to know students in their classes quite well	72.3
I feel free to discuss exam scores with my instructor	79.9
Disagreeing	
I am behind in my assignments throughout most of the term	69.7

Table 25. Items with a Majority of Neither Agree or Disagree Response

Item	Percent Neutral
Courses at the college stress the abstract more than the concrete	58.8
Students problems are promptyl resolved	55.6
Student elections are of great concern	53.7
It is easy to get a group together for card games, attending a movie, and similar activities	55.2
Intramural events generate a lot of student enthusiasm and support	60.3
There are a great many opportunities to get involved in clubs and organizations	50.0
Students have an opportunity to volunteer their time for community service projects	57.7
There is an extensive program of intramural sports	62.9
Social activities usually involve the use of alcoholic beverages	54.6
The quality of laboratory equipment is good	51.2
Tutoring is available to students at a reasonable cost	67.2
Theatre, music, and the arts are important components at the college	58.8
In developing campus policies, student opinion counts	58.2

Table 26. Responses from Survey Showing a Difference of at Least 20%

Item	Agree	Disagree
The faculty encourages students to perform up to their capabilities	79.3	5.7
Class discussions are usually vigorous and intense	50.8	15.7
The information provided by my counselor is accurate	52.5	8.9
Students do a lot of last minute cramming	69.6	9.8
I have developed strong communication skills	63.2	9.5
My contact with most administrators has been helpful	62.3	8.7
Student elections are of great concern to students	11.1	35.3
I am glad that I came to this college	80.0	4.5
If you ask, most instructors will go out of their way to help you	82.7	4.1
Students have the opportunity to develop intimate personal relationships	51.5	8.7
Students know where to go when they have problems	55.4	11.3
Students seek advice from one another	82.1	.4
The counselors show a personal interest	50.4	8.4
I am behind in my assignments throughout most of the term	12.3	69.7
I do most of my studying on the college campus	14.2	68.7
I feel a high degree of academic pressure during a typical term	45.9	20.7
The quality of laboratory equipment is good	42.5	6.2
Most of my classes are boring	12.4	63.6

Table 26. (continued)

Item	Agree	Disagree
The college curriculum has broadened my view of the world	63.2	8.2
Course goals are clearly explained	72.3	7.0
I study very little over weekends	23.0	59.7
There is a sufficient number of places on campus to study	51.2	20.0
The quality of instruction at the college is excellent	64.1	6.2
Too many tests are given in my courses	12.8	44.2
Courses provide an intellectual challenge	77.7	2.9
Much reading is expected in my courses	71.3	7.9
Most courses at the college require extensive out-of-class preparation	54.0	15.1
It is easy to pass most courses at the college	47.9	22.3
I like the current learning environment at the college	58.0	5.9
Instructors get to know students in their classes quite well	72.3	8.4
I feel free to discuss exam scores with my instructor	79.9	5.4
Faculty members are sensitive to students' needs	63.0	3.3
I socialize a lot with my friends	50.2	17.9
In developing campus policies, student opinion counts	39.5	10.3
It's easy to meet people here at the college	66.7	8.5
Students frequently engage in bull sessions on campus	41.6	9.8

Table 27. Factor Analysis Results (Relationship Scale)

Item Name	Item Statement	Factor Loading
Factor 1 (Help)		
A2	The faculty encourages students to perform up to their capabilities	.57
A3	Class discussions are usually vigorous and intense	.49
A4	The information provided by my counselor is accurate	.51
A7	I have developed strong communication skills	.51
A8	Students problems are promptly resolved	.55
A9	My contact with most administrators has been helpful	.58
A14	I am glad that I came to this college	.70[a]
A17	If you ask most instructors will go out of their way to help you	.63
A19	Students know where to go when they have problems	.47
A22	Students seek advice from one another	.46
A23	The counselors show a personal interest	.60
Factor 2 (Extra-curricular)		
A13	There are many opportunities to get involved in clubs and organizations	.67
A15	Students have opportunity to volunteer for community service projects	.60
A16	There are many opportunities to attend cultural events	.77[a]
A20	There is an extensive program of intramural sports	.51
Couplet 1 (Group)		
A11	Its easy to get a group together for a card game	.73[a]
A12	Intramural events generate a lot of student enthusiasm and support	.46

[a]The dominant item in the factor/couplet.

Table 28. Factor Analysis Results (Academic Scale)

Item Name	Item Statement	Factor Loading
Factor 3 (Faculty Relationship)		
B21	Instructors get to know students in their classroom quite well	.57
B22	I feel free to discuss exam scores with my instructor	.78[a]
B23	Faculty members are sensitive to students needs	.77
Factor 4 (Academic Dimension)		
B1	I am not (recoded to positive) behind in most of my activities	.59
B7	Most of my classes are not boring (recoded to positive)	.52
B8	The college curriculum has broadened my view of the world	.49
B9	Course goals are clearly explained	.57[a]
B15	Courses provide an intellectual challenge	.51
Factor 5 (Activities)		
B19	I like the current learning environment at the college	.53
B20	Theater, music, and art are important components of the college	.61[a]
B25	In developing student politics, student opinion counts	.58
Couplet 2 (Preparation)		
B16	Much reading is expected in my courses	.67
B17	Most courses at the college require extensive out of class preparation	.68[a]

[a]The dominant item in the factor/couplet.

Factor 4 represented an academic dimension which focused on courses. Factor 5 dealt with activities. Couplet 2 concerned preparation needed for classes.

Reliability

Reliability figures for the factors are reported in Table 29. The reliability data were determined using Cronbach's Alpha and ranged from .61 to .84.

The independent variables of type of student (traditional/non-traditional), college (IWCC/SWCC) and campus (main/satellite) were subjected to analysis of variance procedure for each of the factors and couplets.

The analysis of variance procedure for Factor 1 (Postive Aspects of College) demonstrated a significant two-way interaction between college and campus (Table 30). Examination of the means for the interaction (Table 31b) shows that more positive views are held at the main campus of SWCC while the means are lower for the main campus of IWCC. The reverse is true for satellite campuses.

Analysis of variance of Factor 2 (Extracurricular Activities) yielded a significant difference at the .05 level for a 3-way interaction (Tables 32-33). Since one cell had fewer than ten responses, the findings were considered unreliable and are not reported here.

Analysis of variance of Factor 3 (Faculty relationships) showed a significant interaction between campus and college (Table 34). The means for the interaction (Table 35b) indicate more positive views of

Table 29. Reliability Figures for Factors

Factor	Mean	Std. Dev.	Ave. Corr.	Alpha
Factor 1	41.27	5.99	.33	.84
Factor 2	11.86	2.65	.42	.75
Factor 3	11.76	2.22	.59	.80
Factor 4	17.66	3.45	.32	.67
Factor 5	10.19	1.92	.35	.61
Couplet 1	5.87	1.54	.44	.60
Couplet 2	7.34	2.11	.37	.70

Table 30. Analysis of Variance for Factor 1 (Positive Aspects of College) by Students, College and Campus

Source of Variation	df	Sum of Squares	Mean Square	F	Significance of F
Main effects	3	1.490	0.497	1.754	0.157
Campus	1	0.280	0.280	0.988	0.321
College	1	0.043	0.043	0.151	0.698
TNT	1	0.859	0.859	3.035	0.083
2-way Interactions	3	3.307	1.102	3.894	0.010
Campus college	1	3.040	3.040	10.737	0.001
Campus TNT	1	0.010	0.010	0.034	0.854
College TNT	1	0.036	0.036	0.126	0.723
3-way interactions	1	0.158	0.158	0.558	0.456
Campus college TNT	1	0.158	0.158	0.558	0.456
Residual	226	63.987			

Table 31a. Means for Factor 1 (Positive Aspects of College) by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	3.58 (33)	3.67 (38)	3.64 (26)	3.68 (55)	3.68 (152)
Satellite	3.87 (15)	3.62 (6)	4.00 (33)	3.63 (28)	3.78 (82)
Total	3.72 (48)	3.64 (44)	3.82 (59)	3.74 (83)	3.73 (234)

Table 31b. Means for Factor 1 (Positive Aspects of College) by College and Campus

	College		
Campus	IWCC	SWCC	Total
Main	3.61 (59)	3.78 (93)	3.70 (76)
Satellite	3.96 (48)	3.63 (34)	3.80 (41)
Total	3.79 (54)	3.71 (64)	3.75 (59)

Table 32. Analysis of Variance for Factor 2 (Extracurricular Activities) by Students, College and Campus

Source of Variation	df	Sum of Squares	Mean Square	F	Significance of F
Main effects	3	2.201	0.734	1.732	0.161
Campus	1	2.136	2.136	5.042	0.026
College	1	0.272	0.272	0.641	0.424
TNT	1	0.048	0.048	0.113	0.737
2-way Interactions	3	3.061	1.020	2.409	0.068
Campus college	1	0.642	0.642	1.516	0.220
Campus TNT	1	1.149	1.149	2.714	0.101
College TNT	1	0.645	0.645	1.523	0.218
3-way interactions	1	1.650	1.650	3.897	0.050
Campus college TNT	1	1.650	1.650	3.897	0.050
Residual	226	95.716			

Table 33. Means for Factor 2 (Extracurricular Activities) by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	3.15 (33)	3.02 (38)	3.07 (26)	2.93 (55)	3.04 (152)
Satellite	2.40 (15)	3.08 (6)	2.98 (33)	2.84 (28)	2.82 (82)
Total	2.77 (48)	3.05 (44)	3.02 (59)	2.88 (83)	2.93 (234)

Table 34. Analysis of Variance for Factor 3 (Faculty Relationship) by Students, College and Campus

Source of Variation	df	Sum of Squares	Mean Square	F	Significance of F
Main effects	3	1.945	0.648	1.228	0.300
Campus	1	0.809	0.809	1.533	0.217
College	1	0.038	0.038	0.072	0.788
TNT	1	0.672	0.672	1.273	0.260
2-way Interactions	3	4.698	1.566	2.966	0.033
Campus college	1	4.559	4.559	8.635	0.004
Campus TNT	1	0.147	0.147	0.279	0.598
College TNT	1	0.749	0.749	0.419	0.235
3-way interactions	1	0.587	0.587	1.111	0.293
Campus college TNT	1	0.587	0.587	1.111	0.293
Residual	227	119.837			

Table 35a. Means for Factor 3 (Faculty Relationships) by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	3.83 (33)	3.81 (37)	3.68 (26)	4.05 (55)	3.84 (151)
Satellite	4.07 (15)	3.75 (8)	4.24 (33)	3.85 (28)	3.97 (84)
Total	3.95 (48)	3.78 (45)	3.96 (59)	3.95 (83)	3.90 (235)

Table 31b. Means for Factor 3 (Faculty Relationships) by College and Campus

	College		
Campus	IWCC	SWCC	Total
Main	3.76 (59)	3.95 (92)	3.86 (76)
Satellite	4.19 (48)	3.82 (36)	4.01 (42)
Total	3.98 (54)	3.89 (64)	3.94 (59)

faculty relationships at the SWCC main campus compared to its satellite while the reverse is true of IWCC.

There was a significant difference between traditional and non-traditional women students for Factor 4 (Academic Dimension). The mean for non-traditional women (3.67) was higher than the mean for traditional women (3.34). Items in Factor 4 suggest a positive view of the courses and perceived success in them. A two-way interaction between campus and college was also reported for Factor 4 (Table 37b). Examination of the means shows that more positive views of the courses are held at IWCC's satellite campus, while for SWCC, the main campus had the higher mean.

Analysis of variance of Factor 5 (Activities) (Tables 38 and 39) reports significant main effects for campus and college. The main campus mean is higher (3.44) compared to the satellite campus mean (3.33). The mean for IWCC (3.54) was higher than the mean for SWCC (3.28).

Analysis of variance for couplet 1 (Group) reported significant differences between traditional and non-traditional students (Tables 40 and 41). A comparison of the means for traditional women (3.10) and non-traditional women (2.80) indicates that traditional women perceive more group activity on campus than non-traditional women.

Analysis of variance for Couplet 2 (Preparation) showed a significant difference between traditional and non-traditional women students (Tables 42 and 43). The mean for non-traditional students (3.55). The non-traditional students were more likely to believe that

Table 36. Analysis of Variance for Factor 4 (Academic Dimension) by Students, College and Campus

Source of Variation	df	Sum of Squares	Mean Square	F	Significance of F
Main effects	3	7.643	2.548	5.851	0.001
Campus	1	1.318	1.318	3.027	0.083
College	1	0.057	0.057	0.130	0.719
TNT	1	4.894	4.894	11.240	0.001
2-way Interactions	3	3.019	1.006	2.311	0.077
Campus college	1	2.927	2.927	6.722	0.010
Campus TNT	1	0.315	0.315	0.723	0.396
College TNT	1	0.130	0.130	0.298	0.585
3-way interactions	1	0.461	0.461	0.059	0.304
Campus college TNT	1	0.461	0.461	0.059	0.304
Residual	227	98.840			

Table 37a. Means for Factor 4 (Academic Dimension) by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	3.24 (33)	3.39 (37)	3.50 (26)	3.63 (55)	3.44 (151)
Satellite	3.64 (15)	3.02 (8)	3.89 (33)	3.66 (28)	3.55 (84)
Total	3.44 (48)	3.20 (45)	3.69 (59)	3.64 (83)	3.49 (235)

Table 37b. Means for Factor 4 (Academic Dimension) by College and Campus

	College		
Campus	IWCC	SWCC	Total
Main	3.35 (59)	3.53 (92)	3.44 (76)
Satellite	3.81 (48)	3.51 (36)	3.67 (42)
Total	3.58 (54)	3.53 (64)	3.56 (59)

Table 38. Analysis of Variance for Factor 5 (Activities) by Students, College and Campus

Source of Variation	df	Sum of Squares	Mean Square	F	Significance of F
Main effects	3	5.642	1.881	4.837	0.003
Campus	1	1.548	1.548	3.982	0.047
College	1	4.917	4.917	12.646	0.000
TNT	1	0.436	0.436	1.121	0.291
2-way Interactions	3	1.611	0.537	1.381	0.249
Campus college	1	0.069	0.069	0.177	0.675
Campus TNT	1	1.284	1.284	3.302	0.071
College TNT	1	0.082	0.082	0.210	0.647
3-way interactions	1	0.331	0.331	0.852	0.357
Campus college TNT	1	0.331	0.331	0.852	0.357
Residual	227	88.266			

Table 39. Means for Factor 5 (Activities) by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	3.62 (33)	3.34 (37)	3.58 (26)	3.33 (55)	3.46 (151)
Satellite	3.16 (15)	3.04 (8)	3.62 (33)	3.18 (28)	3.25 (84)
Total	3.39 (48)	3.19 (45)	3.60 (59)	3.25 (83)	3.35 (235)

Table 40. Analysis of Variance for Couplet 1 (Group) by Students, College and Campus

Source of Variation	df	Sum of Squares	Mean Square	F	Significance of F
Main effects	3	5.439	1.813	2.958	0.033
Campus	1	0.098	0.098	0.159	0.690
College	1	0.098	0.098	0.160	0.690
TNT	1	5.386	5.386	8.786	0.003
2-way Interactions	3	2.140	0.713	1.164	0.324
Campus college	1	0.099	0.099	0.162	0.688
Campus TNT	1	1.938	1.938	3.161	0.077
College TNT	1	0.003	0.003	0.006	0.941
3-way interactions	1	0.005	0.005	0.009	0.926
Campus college TNT	1	0.005	0.005	0.009	0.926
Residual	226	138.541			

Table 41. Means for Couplet 1 (Group) by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	3.12 (33)	3.20 (38)	2.67 (26)	2.75 (55)	2.93 (152)
Satellite	2.90 (15)	2.92 (6)	2.91 (33)	2.88 (28)	2.90 (82)
Total	3.01 (48)	3.06 (44)	2.79 (59)	2.81 (83)	2.92 (234)

Table 42. Analysis of Variance for Couplet 2 (Preparation) by Students, College and Campus

Source of Variation	df	Sum of Squares	Mean Square	F	Significance of F
Main effects	3	3.416	1.139	1.775	0.153
Campus	1	0.416	0.416	0.648	0.422
College	1	0.915	0.915	1.426	0.234
TNT	1	2.845	2.845	4.436	0.036
2-way Interactions	3	1.172	0.391	0.609	0.610
Campus college	1	0.428	0.428	0.6677	0.415
Campus TNT	1	0.044	0.044	0.069	0.793
College TNT	1	0.746	0.746	1,164	0.282
3-way interactions	1	1.520	1.520	2.370	0.125
Campus college TNT	1	1.520	1.520	2.370	0.125
Residual	227	145.583			

Table 43. Means for Couplet 2 (Preparation) by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	3.71 (33)	3.39 (37)	3.69 (26)	3.85 (55)	3.66 (151)
Satellite	3.51 (15)	3.56 (8)	3.82 (33)	3.54 (28)	3.60 (84)
Total	3.61 (48)	3.47 (45)	3.75 (59)	3.69 (83)	3.63 (235)

much reading was required and that the college courses required a lot of outside preparation.

Additional Analysis

Analysis of variance

Items dealing with student awareness and usage of services were also subjected to multiple analysis of variance to discover possible interactions. The results of the analysis of variance procedures are reported in Appendix F.

CHAPTER 5. CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

This chapter contains conclusions drawn from an analysis of the results in Chapter 4, recommendations for implementation of findings and further study, and a summary of the research.

The first hypothesis stated that there would be no significant differences women students when compared on the following variables:

a. demographic profile,

b. awareness of student services,

c. usage of student services,

d. perception of the learning environment.

The null hypothesis was rejected.

Non-traditional students differed significantly from traditional on demographic variables in that they: lived out of town more often, were married or divorced with children, were employed full-time and registered for part-time college classes. The respondents demonstrate characteristics consistent with the literature (Cross, 1974; Altmaier & McNabb, 1984; Chickering and Associates, 1981; Hopper & Traupmann, 1984).

Awareness

Non-traditional women students differed significantly relative to awareness of services. Only 56% of the non-traditional students knew the names of their faculty advisor compared to 74% for traditional students. Andrews et al. (1987) indicate that quality of advising is related to morale, while Miller (1972) warns that advising and counseling services are needed for remedial and support services to

prevent the "open door" from becoming the "revolving door." Clary (1987) indicates that help seeking is infrequent and reports that off campus students almost never used the counseling center. Likens insists that subgroups of commuters (including non-traditional women) must have access to advising and counseling services. Advising and counseling techniques appropriate for traditional women students may not be appropriate for non-traditional women (Chickering & Obstfeld, 1982).

Usage

The only significant difference between traditional and non-traditional students in usage of services occurred relative to participation in student activities. Traditional female students participated more often than non-traditional students. The finding supports existing studies which indicate that older students, particularly those with families, do not participate (Wilms & Quade, 1986).

Perception

Traditional and non-traditional students differed on measures of perception. Non-traditional students were more willing to consult counselors and instructors for assistance. Non-traditional students also differed from traditional students in perceived importance of evening classes. Evening classes were very important to approximately 50% of the non-traditional students. Weekend classes, while not seen as important, were more important to non-traditional students than

traditional students.

There were also significant differences between the traditional and non-traditional students in perception of the learning environment. Non-traditional women students had a more positive view of the courses and of their perceived success in them. Traditional women perceived more group activity on campus than did non-traditional women. The groups also differed in perceived amount of preparation for classes. Non-traditional women students believed that much reading was required and that college courses required more outside preparation time.

The second hypothesis stated that there would be no significant differences between IWCC and SWCC students, when compared on the following variables:

a. demographic profile

b. awareness of student services

c. usage of student services

d. perception of the learning environment

The null hypothesis was rejected.

Statistically significant demographic differences occurred between IWCC and SWCC only in the amount of full-time registration. IWCC students were registered full-time (75.5%) more often than SWCC students (59.8%). This may be due to the higher number of non-traditional age students that attend SWCC. Non-traditional age students tend to register part-time, while, traditional age students tend to register full-time.

Awareness

Statistically significant differences in awareness occurred between IWCC and SWCC only in awareness of planned activities. About 84% of the students at IWCC compared to 59% of the students at SWCC indicated that they were aware of activities. It may be that the higher concentration of non-traditional students in the sample is a factor. Again, non-traditional students were less aware of activities.

Usage

Statistically significant differences in usage of services occurred relative to requested counselor conferences. Students at IWCC (48.6%) requested conferences more often than SWCC students (28.8%). This finding is not easily explained. Topics discussed differed significantly only on the item regarding college requirements and curriculum. Students at IWCC discussed college requirements and curriculum more often.

IWCC students and SWCC students also differed significantly relative to topics discussed with their faculty advisors. SWCC students (44.5%) discussed grades, study habits or skills with their advisors more often than students at IWCC (22%).

Both colleges indicate a very low rate of participation, but IWCC students (29.1%) show a higher rate of participation than SWCC students (18.6%). Both schools have mainly commuter students which, according to the literature, do not often participate and the higher percentage of non-traditional students at SWCC may be a factor, since non-traditional student usually have lower participation rates.

Perception of the Learning Environment

While there were no differences between the colleges in preference for assistance, they did differ in preference for evening and weekend counseling and classes.

IWCC students (37%) said weekend counseling was of average importance compared to 17.1% of SWCC students. Weekend classes seemed to be of greater importance to SWCC students than to IWCC students as did evening hours for classes.

Analysis of variance for the factors and couplets derived from factor analysis procedures reported a number of 2-way interactions for college and campus. Significant 2-way interactions were discovered for Factor 1 (Positive Aspects of College). More positive views seem to be held at the main campus of SWCC, while the means are lower at the main campus of IWCC. The reverse is true of satellite campuses, more positive views are held at IWCC satellite campus with the lower means at SWCC satellite campus. A similar 2-way campus x college interaction occurred for Factor 3 (Faculty Relationships) and Factor 4 (Academic Dimension).

Analysis of variance of Factor 5 (Activities) reports a significant main effect for college. The mean for IWCC was higher than the mean for SWCC suggesting more positive feeling about the activities and perception of student opinion. The absence of such activities or opportunities at the SWCC satellite may contribute to the difference in perception.

The third hypothesis stated that there would be no significant

differences between campuses when compared on the following variables:

a. demographic profile,

b. awareness of student services,

c. usage of student services,

d. perception of the learning environment.

The null hypothesis was rejected.

The demographic data for main and satellite campus differences were similar to much of the demographic data for traditional and non-traditional student differences. Most satellite students in the sample were non-traditional students. Like non-traditional students the satellite students did not live in residence halls, were married with children, worked full-time most often and were registered part-time.

Awareness

The satellite students (50%) knew the names of their counselors than main campus students (35.9%). However, more main campus students knew the names of their faculty advisors (83.4%) and how to get in touch with them (82.2%) compared to satellite campus students (68.2%, 48.4%). This was not surprising, since the SWCC satellite uses only part-time faculty and there are no on site faculty advisors.

Main campus students (82%) were more aware of planned activities than satellite campus students (48%). A number of variables may contribute to this finding, such as, the higher concentration of non-traditional students on satellite campuses and the absence of any planned activities on the SWCC satellite campus.

Recommendations

1. The survey instrument with modifications and refinement could be used on other campuses to measure demographic profile, awareness and usage of services, and perceptions of the learning environment. Each campus is unique and caution should be taken to insure proper fit between instrument and institution.

2. Items in the perceptual component of the instrument that deal with cultural activities, student organizational involvement should perhaps be refined and in some cases deleted. It seemed that some of the community college students were unable to respond to these items, since they were not salient features of their environment or in fact did not exist on their campus.

3. Generalizations should be made when possible, however, continued assessment is recommended to ensure that specific institutional responses are appropriate to the ever changing student needs.

4. While detailed comparisons of the perceptual component of this study with the data from the studies of Moore (1982), Maynard (1984), and Day (1987) are inappropriate due to differences in technique, design and major modifications in the instrument, a general observation seems appropriate due to similarity of results in the clustering of items. Factors consistently emerge which deal with student-faculty relationships, student-student relationships, and a broadening curriculum or academic dimension. The interested reader may wish to review their respective research.

5. Day (1987) also investigated the differences in perception of the learning environment related to the independent variables of sex, GPA, place of residence, age group, involvement in student organizations, employment status and full or part time enrollment. Age group was related to significant differences and interactions were noted between sex with employment status and sex with place of residence. While Day (1987) did not address the specific issue of non-traditional female students, his work, as does this study, suggests the need for further study of the interaction between sex, age, employment status, and place of residence.

6. While non-traditional women students differed significantly in awareness and participation in this study, both groups reported a very low rate of participation in spite of higher levels of awareness. Poor participation is not unique to the institutions in this study. A review of the literature of the last decade indicates that low participation in activities and use of services is low overall, with non-traditional students usually having lower rates of usage and participation than traditional age students. Mediocracy, however uniform, should not be acceptable in student services. It should be of concern that a number of students do not know who their counselors and faculty advisors are, do not know how to locate them and do not use or participate in services or activities offered. It should be of concern that these problems are widespread, of long duration and are well-documented. A number of explanations are plausible. This situation may reflect commuter problems, problems, lack of

accessibility, lack of interest or may be an indicator that a student need and interest assessment is needed prior to planning future services and programs. Higher rates of usage and participation would surely be more cost effective. Regular accurate assessment followed by appropriate response to the changing student needs would seem to be critical if student services is to achieve excellence.

7. Specific recommendations for the institutions in this study include:

   a. Re-evaluate activities and programs with low participation rates. Reprogram where needed.

   b. Increase publicity about activities and services through the existing newsletters, the student newspapers, and local radio stations.

   c. Expand orientation opportunities for all students with a required for credit class focusing on college survival skills.

   d. Provide in-service training for faculty and staff focusing student development and advising techniques.

8. Research in student development and in issues relative to non-traditional students is currently being conducted by Arthur Chickering and Nancy Slosburg. This researcher would recommend that the interested reader look for their forthcoming publications.

Summary

The purpose of this study was to determine whether non-traditional female students (25 years or older) differ significantly

from traditional age students in demographic profile, awareness and usage of services and in perception of the learning environment.

The study also sought to measure any significant differences between the two colleges used for the study and their respective main and satellite campuses when compared on the same variables.

Two hundred fifty usable surveys were returned, resulting in a response rate of 64%. The average age of the respondents was 28.7 years, with a range of 17-57 years.

The following statistical procedures were used for data analysis:

1. Frequencies and means
2. Cross-tabulation between independent variables
3. Analysis of variance
4. Percentage of responses on a Likert-type scale
5. Pearson correlation coefficients
6. Factor analysis using varimax rotation
7. Reliability scores for all factors and couplets.

The first hypothesis stated that there would be no significant differences between traditional and non-traditional women students when compared on the following variables: demographic profile, awareness of student services, usage of student services, and perception of the environment. The null hypothesis was rejected.

Traditional students in this study lived in town, were single, were employed part-time, and registered full-time in college. In contrast, the non-traditional women students lived out of town, were married or divorced with children, when employed were full-time

employees and were registered part-time for college. Relative to awareness traditional women students knew the names of their faculty advisors more often than non-traditional women students. More traditional women students knew about planned activities than non-traditonal women students. The only statistically significant difference in usage of services occurred relative to participation. While participation was low for both groups, only 14.5% of the non-traditional students participated in any activities offered compared to 36.7% of the traditional women students.

Traditional and non-traditional students also differed in their perception of the environment relative to preference for assistance and preference for evening or weekend classes. Non-traditional women students said that they were willing to seek assistance from counselors and instructors than were traditional women students. Non-traditional women students also felt that evening and weekend classes were more important than traditional women students.

The second hypothesis stated that there would be no significant differences betweeen IWCC and SWCC students when compared on the following variables; demographic profile, awareness of student services, usage of student services and perception of the learning environment. There were very few differences between the two colleges, however, the null hypothesis was rejected because the colleges differed significantly on at least one item for each of the variables. While these differences are statistically significant they do not seem to represent practical significance.

The third hypothesis stated that there would be no significant differences between main and satellite campus students when compared on the following variables; demographic profile, awareness of services, usage of services, and perception of the learning environment. The null hypothesis was rejected. The demographic data for main and satellite campus differences was similar to much of the demographic data for traditional and non-traditional student differences. Like non-traditional students the satellite students did not live in residence halls, were married or divorced with children, worked full-time most often and were registered part-time. The results reflect the higher number of non-traditional women students in attendance at satellite centers.

The results indicate that while traditional women students share many of the same problems as non-traditional women students, the non-traditional students in this study differ in demographic profile, awareness and usage of services and in perception of the learning environment. The results suggest the need for continued assessment and action at individual schools in order to meet the needs of their changing student groups.

ACKNOWLEDGMENTS

The author wishes to express appreciation to Dr. Daniel C. Robinson of the Iowa State Faculty for his efforts in directing this dissertation. His kind supervision and guidance were essential to the completion of this research.

Grateful acknowledgment is also made to the members of the Program of Study Committee, Dr. Larry Ebbers, Dr. Richard Warren, Dr. Fred Borgen, Dr. Penny Ralston, and Dr. Sally Williams for their assistance throughout my program.

The author also appreciates the help of Mari Kemia of the Research Institute for Studies in Education and Kathy Fyock and Marjorie Smith from the Department of Professional Studies in Higher Education. The researcher is also grateful to Rebecca Shivvers for typing the manuscript.

Thanks is also given to the faculty, staff, and students at Iowa Western Community College and Southwestern Community College whose cooperation made this research possible.

The author wishes to express her gratitude to her parents and especially to her husband, Steve, and her son, Steven, whose love and unconditional support have made her return to school a positive and rewarding experience.

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APPENDIX A. GOALS STATEMENT IWCC

Objectives

1. That the problems of our society and of the world can only be met by a well-educated society capable and willing to rise to the challenge of a high level of personal and civic performance. The College is, therefore, obligated to the best of its ability to provide Merged Area XIII with a comprehensive, diversified and quality program which will enable individuals in attendance to become "all they are capable of being."

2. That, within the limits of its resources, the College should maintain a liberal admission policy which, coupled with guidance and insistence on quality performance on the part of the students, will provide maximum opportunities without dilution of educational standards. The College has as its broadest objective the teaching of a variety of skills and knowledge to all who desire to live socially profitable lives.

3. That the College will strive to meet the varied personal, civic, and vocational needs of the noncollege-bound high school graduate, students who have left high school before graduation, and those high school students whose needs can best be met by part-time attendance.

4. That the College should meet a need in community education activities of the region by offering training for individuals who want to improve their technical skills or broaden their knowledge of the liberal arts. Special curricular offerings devoted to providing adults with a continuous, integrated program for lifelong learning is a worthy objective of the College.

5. That the College should serve as a valuable resource to the community, not only in formal classes, but by providing many services through cultural, occupational, and professional activities.

6. That the College should make provision for students who want to complete the first two years of the lower division requirements of a senior college, and then transfer to a senior institution for upper division work with no greater loss of credit than would be experienced by transfers from four-year institutions.

7. That two-year curricula and short-term sequential programs should be provided. To meet this goal, a wide variety of vocational-technical and semi-professional courses should be developed to combine theory with practical training and experience. Upon completion of the required two-year pattern, students will be awarded Associate Degrees, Diplomas or Completion Certificates (Johnson, 1987).

APPENDIX B. GOALS STATEMENT SWCC

Objectives

Southwestern Community College, Merged Area XIV, works toward the following objectives:

1. To prepare or retrain students for employment and advancement in their chosen fields through each division of the College: i.e., College Parallel, Career Education, Adult and Continuing Education.

2. To provide counseling throughout the College by assisting all students to gain better self-knowledge which will help them to achieve realistic goals.

3. To increase ability to understand, communicate, and reason through all curricular and extracurricular programs and activities.

4. To stimulate a continuing interest in education through various instructional methods and techniques.

5. To develop self-esteem, respect and mutual concern for others.

6. To assist students to become active, responsible citizens in our democratic society through a program of practical education.

7. To increase awareness of the various cultures in the world and the importance of understanding our international society.

8. To help students become cognizant of the different levels of socially acceptable conduct and speech patterns.

9. To develop aesthetic appreciation and encourage creative self-expression in all areas of the college.

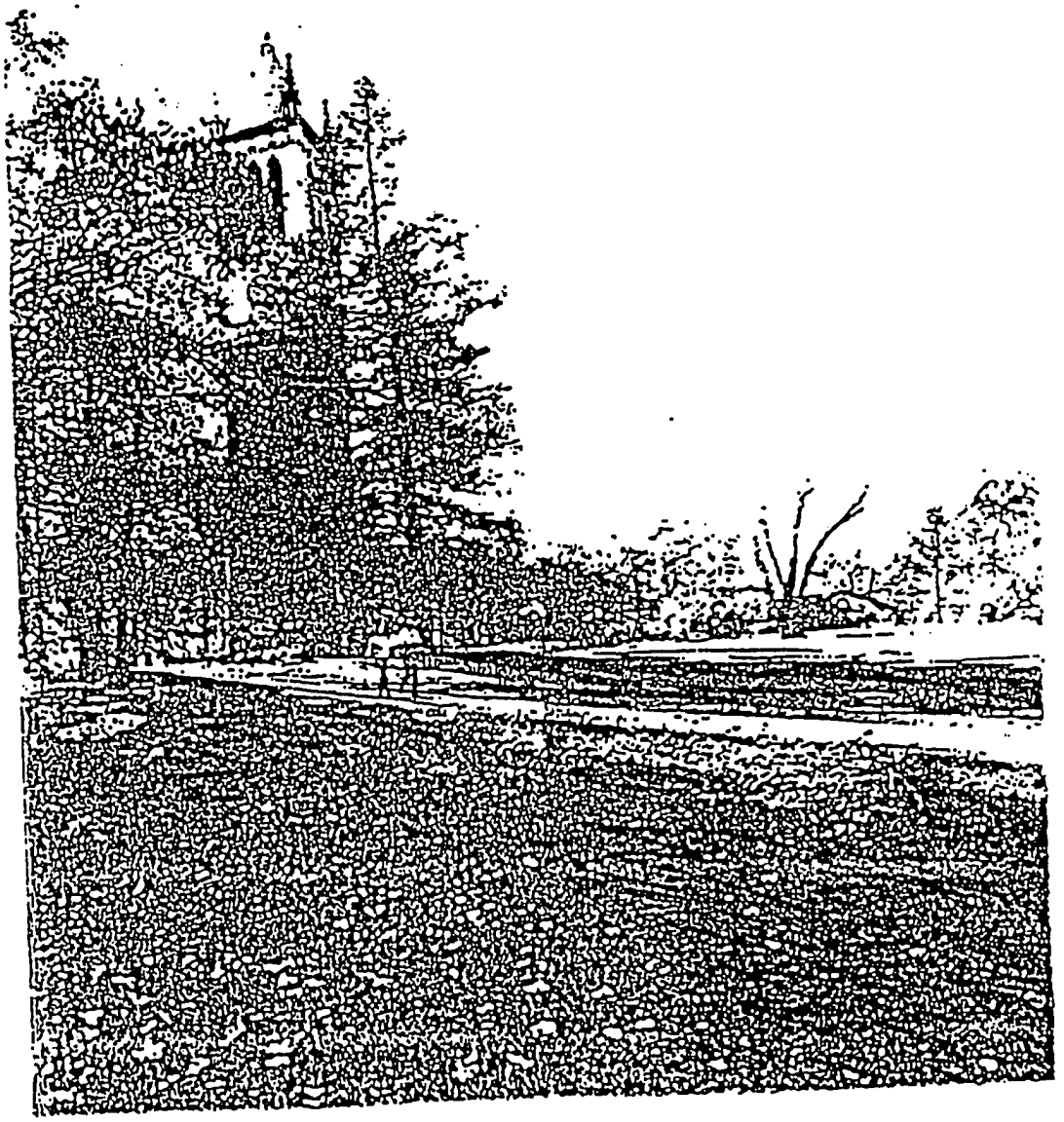
10. To implement physical soundness through activities that can be enjoyed for life.

11. To foster an atmosphere that is conducive to the development and strengthening of the moral fiber of all members of the educational community (Somers, 1987).

APPENDIX C. SURVEY INSTRUMENT

IOWA STATE UNIVERSITY

We are interested in what you think



4. Where do you live?

_____ Residence Hall

_____ Private home or apartment in town

_____ Private home or apartment out of town

5. How many miles (one way) do you drive to school? _____

6. Marital status:

_____ Single

_____ Married, without children

_____ Married, with one or more children living at home

_____ Divorced or separated, with one or more children living at home

_____ Other, please specify._____

7. Are you employed?

_____ Yes _____ No

If you answered yes:

_____ Full-time How many hours a week do you work?_____

_____ Part-time How many hours a week do you work?_____

Please circle your answer.

8. Do you know the names of the college counselors?

.....Yes....No

If yes, please write in his/her name_____

9. Do you know how to get in touch with the college counselors?.....Yes....No

10. Do you know the name of your faculty advisor?

.....Yes....No

If yes, please write in his/her name _____

11. Do you know how to get in touch with your faculty advisor?.....Yes....No

12. Have you voluntarily requested a conference with a college counselor during the past year?

.....Yes....No

13. Have you voluntarily requested a conference with your faculty advisor during the past year?

.....Yes....No

14. If you should feel the need for assistance with a problem, would you consult with:

a. a counselor.....Yes....No
b. your advisor.....Yes....No
c. instructor.....Yes....No
d. other_____

15. Have you had discussions with your faculty advisor concerning the following topics:

a. college requirements or curriculum.....Yes....No
b. occupational opportunities or
c. requirements.....Yes....No
d. grades, study habits or study skills.....Yes....No
e. long range goals as they relate to your interests or abilities.....Yes....No
f. personal or social problems.....Yes....No

16. Have you had discussions with a college counselor concerning the following topics:

a. college requirements or curriculum.....Yes....No
b. occupational opportunities or
c. requirements.....Yes....No
d. grades, study habits or study skills.....Yes....No
e. long range goals as they relate to your interests or abilities.....Yes....No
f. personal or social problems.....Yes....No

5

17. Did you participate in any student activities offered this year?.....Yes....No

If so, how many?_____

18. Were you aware of any planned student activities?

.....Yes....No.

Please put an "X" in the appropriate blank.

19. Would evening or weekend hours influence your use of counseling services?

Evening hours	Weekend hours
_____ not important	_____ not important
_____ average importance	_____ average importance
_____ very important	_____ very important

20. Would evening or weekend hours influence your taking classes?

Evening hours	Weekend hours
_____ not important	_____ not important
_____ average importance	_____ average importance
_____ very important	_____ very important

6

21. Please circle your response. Strongly Agree.....5
Agree.....4
Neither Agree or Disagree.3
Disagree.....2
Strongly Disagree.....1

Section A

a. My learning experience is too fragmented.....5...4...3...2...1

b. The faculty encourages students to perform up to their capabilities.....5...4...3...2...1

c. Class discussions are usually vigorous and intense.....5...4...3...2...1

d. The information provided by my counselor is accurate.....5...4...3...2...1

e. Courses at the college stress the abstract more than the concrete.....5...4...3...2...1

f. Students do a lot of last minute cramming.....5...4...3...2...1

g. I have developed strong communication skills.....5...4...3...2...1

h. Students problems are promptly resolved.....5...4...3...2...1

i. My contact with most administrators has been helpful.....5...4...3...2...1

j. Student elections are of great concern to students.....5...4...3...2...1

7

k. It is easy to get a group together for card games, attending a movie, and similar activities.	5	4	3	2	1
l. Intramural events generate a lot of student enthusiasm and support.	5	4	3	2	1
m. There are many opportunities to get involved in clubs and organizations . . .	5	4	3	2	1
n. I am glad that I came to this college . .	5	4	3	2	1
o. Students have an opportunity to volunteer their time for community service projects.	5	4	3	2	1
p. There are many opportunities to attend cultural events	5	4	3	2	1
q. If you ask, most instructors will go out of their way to help you.	5	4	3	2	1
r. Students have the opportunity to develop intimate personal relationships	5	4	3	2	1
s. Students know where to go when they have problems	5	4	3	2	1
t. There is an extensive program of intramural sports	5	4	3	2	1
u. Social activities usually involve the use of alcoholic beverages.	5	4	3	2	1
v. Students seek advice from one another . .	5	4	3	2	1
w. The counselors show a personal interest .	5	4	3	2	1

Section B

a. I am behind in my assignments throughout most of the term	5	4	3	2	1
b. Group projects are encouraged in my classes	5	4	3	2	1
c. My classes are taught so that I can learn at my own pace.	5	4	3	2	1
d. I do most of my studying on the college campus.	5	4	3	2	1
e. I feel a high degree of academic pressure during a typical term.	5	4	3	2	1
f. The quality of laboratory equipment is good	5	4	3	2	1
g. Most of my classes are boring	5	4	3	2	1
h. The college curriculum has broadened my view of the world	5	4	3	2	1
i. Course goals are clearly explained. . . .	5	4	3	2	1
j. I study very little over weekends	5	4	3	2	1
k. There is a sufficient number of places on campus to study	5	4	3	2	1
l. The quality of instruction at the college is excellent.	5	4.	3	2	1
m. Tutoring is available to students at a reasonable cost	5	4	3	2	1
n. Too many tests are given in my courses	5	4	3	2	1

o.	Courses provide an intellectual challenge	5	4	3	2	1
p.	Much reading is expected in my courses	5	4	3	2	1
q.	Most courses at the college require extensive out-of-class preparation. . . .	5	4	3	2	1
r.	It is easy to pass most courses at the college	5	4	3	2	1
s.	I like the current learning environment at the college	5	4	3	2	1
t.	Theatre, music, and the arts are important components at the college . . .	5	4	3	2	1
u.	Instructors get to know students in their classes quite well.	5	4	3	2	1
v.	I feel free to discuss exam scores with my instructor.	5	4	3	2	1
w.	Faculty members are sensitive to students' needs	5	4	3	2	1
x.	I socialize a lot with my friends	5	4	3	2	1
y.	In developing campus policies, student opinion counts.	5	4	3	2	1
z.	It's easy to meet people here at the college	5	4	3	2	1
aa.	Students frequently engage in bull sessions on campus.	5	4	3	2	1

22. If you could change any aspect of student life on campus to better meet your needs, what would you change?

23. What are the greatest strengths in services offered to you on this campus?

24. What is your classification?

a) Freshman (less than 48 qtr. hrs.)
b) Sophomore (more than 48 qtr. hrs.)

25. Are you:

a) Full time (registered for 12 qtr. hrs.)
b) Part time (registered for 11 qtr. hrs. or less)
c) Other

We appreciate the time you have taken to complete this survey.

Thank you.

IOWA STATE UNIVERSITY

E.L.C. Smith
9 Shaun Circle
Red Oak, Iowa 51566

APPENDIX D. COVER LETTER TO STUDENTS

Spring 1987

Dear Students:

We are interested in the awareness and usage of student services by students on your campus. We are interested in what you think and in what your needs might be.

You were selected in a random sample of college students on your campus. Enclosed is a questionnaire which we would like for you to complete. It is important that you complete the questionnaire. Your voluntary cooperation will help us in assessing your needs.

You may be assured of confidentiality. Please do not put your name on the questionnaire.

When you have completed the questionnaire please leave it with your classroom instructor and he/she will forward them to us.

Sincerely,

Edna C. Smith
9 Shaun Circle
Red Oak, Iowa 51566

Dr. Daniel Robinson (major professor)
Iowa State University

APPENDIX E. LETTER TO FACULTY

Text of the letter to the faculty:

DATE: April 27, 1987

TO: names of instructors from randomly selected classes

FROM: Edna C. Smith, Instructor
I.W.C.C. & S.W.C.C.

Dr. Danial Robinson
Iowa State University

RE: Student Questionnaire / Dissertation Research

I would like to thank you for your cooperation with the student questionnaire. I look forward to meeting you in the coming year and want you to know that I appreciate your consideration.

Your class was randomly selected by (name of appropriate administrator at respective college).

Please distribute the questionnaire at the end of a class period during the dates of April 28 through May 8. The specific class to be tested will be indicated on the envelope that contains the questionnaire.

Please distribute the questionnaire ONLY TO FEMALE students and ask the students to complete the questionnaire to the best of their ability and to return the questionnaire to you.

Please put each questionnaire into the envelope and send through the campus mail to (name of administrator at respective college).

If you have any questions, please call me at 712-623-5844.

Edna

APPENDIX F. ANALYSIS OF VARIANCE TABLES

Table F1a. Analysis of Variance for "Know Names of College Counselor" by Students, College, Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	1.394	0.465	2.173	0.092
Coll	1	0.195	0.195	0.912	0.341
Campus	1	0.906	0.906	4.237	0.041
TNT	1	0.011	0.011	0.054	0.817
2-Way Interactions	3	6.671	2.224	10.400	0.000
Coll Campus	1	5.511	5.511	25.778	0.000
Coll TNT	1	0.516	0.516	2.415	0.122
Campus TNT	1	0.476	0.476	2.226	0.137
3-Way Interactions	1	0.321	0.321	1.499	0.222
Coll Campus TNT	1	0.321	0.321	1.499	0.222
Explained	7	8.385	1.198	5.603	0.000
Residual	228	48.746	0.214		

Table F1b. Means for "Know Names of College Counselor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.29 (34)	0.32 (41)	0.19 (26)	0.52 (50)	0.33 (37)
Satellite	0.83 (12)	0.43 (7)	0.68 (34)	0.22 (32)	0.54 (21)
Total	0.56 (23)	0.37 (24)	0.43 (30)	0.37 (41)	0.43 (29)

Table F1c. Means for "Know Names of College Counselors" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.25 (60)	0.43 (91)	0.34 (75)
Satellite	0.72 (46)	0.26 (39)	0.49 (43)
Total	0.49 (53)	0.35 (65)	0.42 (59)

Table F2a. Analysis of Variance for "Know Name of Faculty Advisor" by Students, College, Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	6.168	2.056	12.060	0.000
Coll	1	0.002	0.002	0.013	0.909
Campus	1	3.716	3.716	21.800	0.000
TNT	1	0.885	0.885	5.194	0.024
2-Way Interactions	3	10.107	3.369	19.763	0.000
Coll Campus	1	9.830	9.830	57.666	0.000
Coll TNT	1	0.307	0.307	1.801	0.181
Campus TNT	1	0.012	0.012	0.068	0.795
3-Way Interactions	1	0.294	0.294	1.727	0.190
Coll Campus TNT	1	0.294	0.294	1.727	0.190
Explained	7	16.569	2.367	13.885	0.000
Residual	228	38.857	0.170		

Table F2b. Means for "Know Name of Faculty Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.68 (34)	0.88 (41)	0.38 (36)	0.65 (34)	0.64 (36)
Satellite	0.75 (12)	0.29 (7)	0.84 (50)	0.09 (32)	0.49 (25)
Total	0.71 (23)	0.58 (24)	0.61 (43)	0.37 (33)	0.56 (30)

Table F2c. Means for "Know Name of Faculty Advisor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.55 (60)	0.86 (91)	0.71 (76)
Satellite	0.67 (46)	0.13 (39)	0.40 (42)
Total	0.61 (53)	0.50 (65)	0.56 (59)

Table F3a. Analysis of Variance for "Get in Touch with Advisor" by Students, College, Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	1.651	0.550	3.633	0.014
Coll	1	0.034	0.034	0.224	0.637
Campus	1	0.755	0.755	4.987	0.027
TNT	1	0.435	0.435	2.868	0.092
2-Way Interactions	3	4.800	1.600	10.561	0.000
Coll Campus	1	4.596	4.596	30.334	0.000
Coll TNT	1	0.070	0.070	4.596	0.498
Campus TNT	1	0.006	0.006	0.037	0.848
3-Way Interactions	1	0.102	0.102	0.676	0.412
Coll Campus TNT	1	0.102	0.102	0.676	0.412
Explained	7	6.554	0.936	6.179	0.000
Residual	228	34.544	0.152		

Table F3b. Means for "Get in Touch with Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.79 (34)	0.93 (41)	0.62 (26)	0.88 (59)	0.80 (37)
Satellite	0.92 (12)	0.57 (7)	0.85 (34)	0.44 (32)	0.69 (21)
Total	0.85 (23)	0.75 (24)	0.73 (30)	0.66 (41)	0.74 (29)

Table F3c. Means for "Get in Touch with Advisor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.72 (60)	0.90 (91)	0.81 (75)
Satellite	0.87 (46)	0.46 (39)	0.67 (43)
Total	0.80 (53)	0.68 (65)	0.74 (59)

Table F4a. Analysis of Variance for "Aware of Student Activities" by Students, College, Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	12.168	4.056	33.634	0.000
Coll	1	5.124	5.124	42.487	0.000
Campus	1	7.405	7.405	61.407	0.000
TNT	1	0.148	0.148	1.227	0.269
2-Way Interactions	3	11.176	3.725	30.890	0.000
Coll Campus	1	9.829	9.828	81.501	0.000
Coll TNT	1	0.058	0.058	0.481	0.489
Campus TNT	1	0.001	0.001	0.006	0.941
3-Way Interactions	1	0.032	0.032	0.262	0.609
Coll Campus TNT	1	0.032	0.032	0.262	0.609
Explained	7	23.376	3.339	27.690	0.000
Residual	240	28.943	0.121		

Table F4b. Means for "Aware of Student Activities" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.82 (33)	0.88 (41)	0.78 (27)	0.80 (56)	0.82 (39)
Satellite	0.87 (15)	0.13 (8)	0.88 (34)	0.0 (34)	0.47 (22)
Total	0.84 (24)	0.50 (24)	0.83 (30)	0.40 (45)	0.64 (30)

Table F4c. Means for "Aware of Student Activities" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.80 (60)	0.84 (97)	0.82 (79)
Satellite	0.88 (49)	0.02 (42)	0.45 (46)
Total	0.84 (53)	0.43 (70)	0.64 (63)

Table F5a. Analysis of Variance for "Voluntarily Requested Conference with Advisor" by Students, College, Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	1.471	0.490	2.300	0.078
Coll	1	1.063	1.063	4.984	0.027
Campus	1	0.586	0.586	0.017	0.897
TNT	1	0.004	0.004	0.017	0.897
2-Way Interactions	3	4.124	1.375	6.448	0.000
Coll Campus	1	2.710	2.710	12.711	0.000
Coll TNT	1	2.206	2.206	10.349	0.001
Campus TNT	1	0.001	0.001	0.004	0.952
3-Way Interactions	1	0.654	0.654	3.068	0.081
Coll Campus TNT	1	0.654	0.654	3.068	0.081
Explained	7	6.250	0.893	4.187	0.000
Residual	239	50.957	0.213		

Table F5b. Means for "Voluntarily Requested Conference with Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.53 (34)	0.25 (40)	0.22 (27)	0.50 (56)	0.37 (39)
Satellite	0.53 (15)	0.13 (8)	0.45 (33)	0.12 (34)	0.31 (22)
Total	0.53 (24)	0.18 (24)	0.33 (30)	0.31 (45)	0.34 (30)

Table F5c. Means for "Aware of Student Activities" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.39 (61)	0.40 (96)	0.40 (79)
Satellite	0.48 (48)	0.12 (42)	0.30 (45)
Total	0.44 (54)	0.26 (69)	0.35 (62)

Table F5d. Means for "Voluntarily Requested Conference with Advisor" by College and Type of Student (Traditional/ Nontraditional)

Type of Student	College		Total
	IWCC	SWCC	
Traditional	0.53 (49)	0.23 (48)	0.38 (49)
Non-traditional	0.35 (60)	0.36 (90)	0.36 (75)
Total	0.44 (55)	0.30 (69)	0.37 (62)

Table F6a. Analysis of Variance for "Discussed Requirements with Faculty Advisor" by Students, College, Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	2.489	0.830	3.744	0.012
Coll	1	0.479	0.479	2.164	0.143
Campus	1	1.143	1.143	5.159	0.024
TNT	1	0.536	0.536	2.419	0.121
2-Way Interactions	3	3.598	1.199	5.414	0.001
Coll Campus	1	3.591	3.591	16.208	0.000
Coll TNT	1	0.207	0.207	0.936	0.334
Campus TNT	1	0.054	0.054	0.244	0.622
3-Way Interactions	1	0.820	0.820	3.703	0.056
Coll Campus TNT	1	0.820	0.820	3.703	0.056
Explained	7	6.907	0.987	4.454	0.000
Residual	222	49.184	0.222		

Table F6b. Means for "Discussed Requirements with Faculty Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.72 (32)	0.67 (39)	0.42 (26)	0.67 (51)	0.62 (37)
Satellite	0.64 (14)	0.43 (7)	0.67 (33)	0.18 (28)	0.48 (20)
Total	0.68 (23)	0.55 (23)	0.55 (29)	0.43 (39)	0.55 (28)

Table F6c. Means for "Discussed Requirements with Faculty Advisor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.59 (58)	0.67 (90)	0.63 (74)
Satellite	0.66 (47)	0.23 (35)	0.45 (41)
Total	0.63 (53)	0.45 (63)	0.54 (58)

Table F7a. Analysis of Variance for "Discussed Occupational Requirements with Faculty Advisor" by Students, College, Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	0.112	0.037	0.160	0.923
Coll	1	0.001	0.001	0.005	0.942
Campus	1	0.100	0.100	0.427	0.514
TNT	1	0.031	0.031	0.134	0.715
2-Way Interactions	3	3.966	1.322	5.660	0.001
Coll Campus	1	3.842	3.842	16.454	0.000
Coll TNT	1	0.082	0.082	0.350	0.555
Campus TNT	1	0.277	0.277	1.184	0.278
3-Way Interactions	1	0.324	0.324	1.387	0.240
Coll Campus TNT	1	0.324	0.324	1.387	0.240
Explained	7	4.401	0.629	2.693	0.011
Residual	222	51.842	0.234		

Table F7b. Means for "Discussed Occupational Requirements with Faculty Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.38 (32)	0.49 (39)	0.19 (26)	0.49 (51)	0.38 (37)
Satellite	0.50 (14)	0.29 (7)	0.64 (33)	0.25 (28)	0.42 (20)
Total	0.44 (23)	0.39 (23)	0.41 929)	0.37 939)	0.40 (28)

Table F7c. Means for "Discussed Occupational Requirements with Faculty Advisor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.29 (58)	0.49 (90)	0.39 (74)
Satellite	0.60 (47)	0.26 (35)	0.43 (41)
Total	0.44 (53)	0.38 (63)	0.41 (58)

Table F8a. Analysis of Variance for "Discussed Grades with Faculty Advisor" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	3.397	1.132	5.933	0.001
Coll	1	2.034	2.034	10.657	0.001
Campus	1	0.732	0.732	3.837	0.051
TNT	1	0.005	0.005	0.024	0.877
2-Way Interactions	3	5.072	1.691	8.859	0.000
Coll Campus	1	4.280	4.280	22.423	0.000
Coll TNT	1	0.094	0.094	0.492	0.484
Campus TNT	1	0.005	0.005	0.025	0.876
3-Way Interactions	1	0.384	0.384	2.010	0.158
Coll Campus TNT	1	0.384	0.384	2.010	0.158
Explained	7	8.853	1.265	6.626	0.000
Residual	222	42.369	0.191		

Table F8b. Means for "Discussed Grades with Faculty Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.16 (32)	0.56 (39)	0.12 (26)	0.55 (51)	0.34 (37)
Satellite	0.21 (14)	0.29 (7)	0.36 (33)	0.07 (28)	0.23 (20)
Total	0.18 (23)	0.42 (23)	0.24 (29)	0.31 (39)	0.28 (28)

Table F8c. Means for "Discussed Grades with Faculty Advisor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.14 (58)	0.56 (90)	0.35 (74)
Satellite	0.32 (47)	0.11 (35)	0.22 (41)
Total	0.23 (53)	0.34 (63)	0.29 (58)

Table F9a. Analysis of Variance for "Discussed Long Range Goals with Faculty Advisor" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	0.257	0.086	0.392	0.759
Coll	1	0.018	0.018	0.080	0.777
Campus	1	0.167	0.167	0.763	0.383
TNT	1	0.035	0.035	0.160	0.689
2-Way Interactions	3	3.092	1.031	4.714	0.003
Coll Campus	1	2.926	2.926	13.383	0.000
Coll TNT	1	0.554	0.554	2.535	0.113
Campus TNT	1	0.006	0.006	0.025	0.873
3-Way Interactions	1	0.875	0.875	4.003	0.047
Coll Campus TNT	1	0.875	0.875	4.003	0.047
Explained	7	4.225	0.604	2.760	0.009
Residual	222	48.540	0.219		

Table F9b. Means for "Discussed Long Range Goals with Faculty Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.41 (32)	0.36 (39)	0.15 (26)	0.49 (51)	0.35 (37)
Satellite	0.43 (14)	0.29 (7)	0.45 (33)	0.11 (28)	0.32 (20)
Total	0.42 (23)	0.32 (23)	0.30 (29)	0.30 (39)	0.33 (28)

Table F9c. Means for "Discussed Long Range Goals with Faculty Advisor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.29 (58)	0.43 (90)	0.36 (74)
Satellite	0.45 (47)	0.14 (35)	0.30 (41)
Total	0.37 (53)	0.29 (63)	0.33 (58)

Table F10a. Analysis of Variance for "Discussed Personal Problems with Faculty Advisor" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	0.095	0.032	0.226	0.878
Coll	1	0.035	0.035	0.248	0.619
Campus	1	0.042	0.042	0.298	0.586
TNT	1	0.001	0.001	0.007	0.932
2-Way Interactions	3	0.962	0.321	2.288	0.079
Coll Campus	1	0.904	0.904	6.454	0.012
Coll TNT	1	0.085	0.085	0.605	0.438
Campus TNT	1	0.004	0.004	0.030	0.862
3-Way Interactions	1	0.895	0.895	6.392	0.012
Coll Campus TNT	1	0.895	0.895	6.392	0.012
Explained	7	1.952	0.279	1.991	0.057
Residual	222	31.092	0.140		

Table F10b. Means for "Discussed Personal Problems with Faculty Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.19 (32)	0.13 (39)	0.04 (26)	0.24 (51)	0.15 (37)
Satellite	0.21 (14)	0.29 (7)	0.24 (51)	0.04 (28)	0.19 (25)
Total	0.20 (23)	0.21 (23)	0.14 (39)	0.14 (40)	0.17 (31)

Table F10c. Means for "Discussed Personal Problems with Faculty Advisor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.12 (58)	0.19 (90)	0.15 (74)
Satellite	0.28 (47)	0.09 (35)	0.19 (41)
Total	0.20 (53)	0.14 (63)	0.17 (58)

Table F11a. Analysis of Variance for "Voluntarily Requested Conference with Counselor" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	2.978	0.993	4.454	0.005
Coll	1	1.892	1.892	8.489	0.004
Campus	1	0.638	0.638	2.862	0.092
TNT	1	0.000	0.000	0.002	0.967
2-Way Interactions	3	1.063	0.354	1.590	0.193
Coll Campus	1	0.008	0.008	0.038	0.846
Coll TNT	1	0.764	0.764	3.428	0.065
Campus TNT	1	0.268	0.268	1.203	0.274
3-Way Interactions	1	0.826	0.826	3.708	0.055
Coll Campus TNT	1	0.826	0.826	3.708	0.055
Explained	7	4.867	0.695	3.120	0.004
Residual	228	50.811	0.223		

Table F11b. Means for "Voluntarily Requested Conference with Counselor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.59 (34)	0.17 (41)	0.31 (26)	0.30 (50)	0.34 (37)
Satellite	0.42 (12)	0.43 (7)	0.56 (34)	0.41 (32)	0.45 (21)
Total	0.50 (23)	0.30 (24)	0.43 (30)	0.35 (41)	0.39 (29)

Table F12a. Analysis of Variance for "Discussed Requirements with College Advisor" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	3.103	1.034	4.337	0.005
Coll	1	1.950	1.950	8.175	0.005
Campus	1	0.191	0.191	0.802	0.371
TNT	1	0.698	0.698	2.925	0.089
2-Way Interactions	3	0.459	0.153	0.642	0.589
Coll Campus	1	0.361	0.361	1.514	0.220
Coll TNT	1	0.214	0.214	0.899	0.344
Campus TNT	1	0.020	0.020	0.085	0.770
3-Way Interactions	1	0.138	0.138	0.577	0.448
Coll Campus TNT	1	0.138	0.138	0.577	0.448
Explained	7	3.700	0.529	2.216	0.034
Residual	230	54.854	0.238		

Table F12b. Means for "Discussed Requirements with College Counselor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.47 (34)	0.24 (38)	0.46 (26)	0.43 (54)	0.40 (38)
Satellite	0.53 (15)	0.29 (7)	0.67 (33)	0.39 (31)	0.47 (21)
Total	0.50 (24)	0.26 (22)	0.56 (29)	0.41 (42)	0.43 (29)

Table F13a. Analysis of Variance for "Discussed Grades with a College Counselor" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	0.050	0.017	0.152	0.928
Coll	1	0.023	0.023	0.207	0.650
Campus	1	0.018	0.018	0.161	0.689
TNT	1	0.001	0.001	0.009	0.924
2-Way Interactions	3	0.678	0.226	2.042	0.109
Coll Campus	1	0.621	0.621	5.614	0.019
Coll TNT	1	0.051	0.051	0.457	0.500
Campus TNT	1	0.005	0.005	0.044	0.833
3-Way Interactions	1	0.038	0.038	0.347	0.557
Coll Campus TNT	1	0.038	0.038	0.347	0.557
Explained	7	0.767	0.110	0.990	0.439
Residual	230	25.452	0.111		

Table F13b. Means for "Discussed Grades with a College Counselor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.09 (34)	0.13 (38)	0.08 (26)	0.15 (54)	0.11 (38)
Satellite	0.27 (15)	0.0 (7)	0.18 (33)	0.06 (31)	0.12 (21)
Total	0.18 (24)	0.06 (22)	0.13 (29)	0.10 (42)	0.11 (29)

Table F13c. Means for "Discussed Grades with a College Counselor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.08 (60)	0.14 (92)	0.11 (76)
Satellite	0.21 (48)	0.05 (38)	0.13 (43)
Total	0.14 (54)	0.10 (65)	0.12 (60)

Table F13d. Means for "Discussed Grades with College Counselor" by College and Type of Student (Traditional/ Non-traditional)

Type of Student	College		Total
	IWCC	SWCC	
Traditional	0.14 (49)	0.11 (45)	0.13 (47)
Non-traditional	0.14 (59)	0.12 (85)	0.13 (72)
Total	0.14 (54)	0.12 (65)	0.13 (60)

Table F14a. Analysis of Variance for "Participated in Student Activities" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	3.734	1.245	8.081	0.000
Coll	1	0.553	0.553	3.593	0.059
Campus	1	0.017	0.017	0.110	0.741
TNT	1	2.668	2.668	17.324	0.000
2-Way Interactions	3	2.485	0.828	5.378	0.001
Coll Campus	1	1.822	1.822	11.829	0.001
Coll TNT	1	0.171	0.171	1.110	0.293
Campus TNT	1	0.070	0.070	0.452	0.502
3-Way Interactions	1	0.717	0.717	4.652	0.032
Coll Campus TNT	1	0.717	0.717	4.652	0.032
Explained	7	6.935	0.991	6.433	0.000
Residual	240	36.964	0.154		

Table F14b. Means for "Participated in Student Activities" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.27 (33)	0.46 (41)	0.19 (27)	0.11 (56)	0.26 (39)
Satellite	0.53 (15)	0.00 (8)	0.29 (34)	0.0 (34)	0.20 (22)
Total	0.40 (24)	0.23 (24)	0.24 (30)	0.05 (45)	0.23 (30)

Table F14c. Means for "Participated in Student Activities" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.23 (60)	0.26 (97)	0.25 (79)
Satellite	0.37 (49)	0.00 (42)	0.19 (46)
Total	0.30 (55)	0.13 (70)	0.22 (63)

Table F15a. Analysis of Variance for "Would you Consult a Counselor?" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	3.703	1.234	5.745	0.001
Coll	1	0.112	0.112	0.520	0.472
Campus	1	0.584	0.584	2.718	0.101
TNT	1	2.460	2.460	11.452	0.001
2-Way Interactions	3	0.221	0.074	0.342	0.795
Coll Campus	1	0.101	0.101	0.470	0.494
Coll TNT	1	0.157	0.157	0.732	0.393
Campus TNT	1	0.024	0.024	0.113	0.737
3-Way Interactions	1	0.003	0.003	0.013	0.908
Coll Campus TNT	1	0.003	0.003	0.013	0.908
Explained	7	3.926	0.561	2.611	0.014
Residual	150	32.226	0.215		

Table F15b. Means for "Would you Consult a Counselor?" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.40 (20)	0.48 (20)	0.74 (19)	0.70 (30)	0.58 (24)
Satellite	0.50 (12)	0.71 (7)	0.80 (20)	0.86 (21)	0.71 (15)
Total	0.45 (16)	0.59 (18)	0.77 (19)	0.78 (25)	0.64 (19)

Table F16a. Analysis of Variance for "Would you Consult Faculty Advisor" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	0.676	0.225	1.350	0.260
Coll	1	0.090	0.090	0.540	0.464
Campus	1	0.590	0.590	3.536	0.062
TNT	1	0.174	0.174	1.043	0.308
2-Way Interactions	3	2.489	0.830	4.972	0.002
Coll Campus	1	1.786	1.786	10.706	0.001
Coll TNT	1	0.714	0.714	4.280	0.040
Campus TNT	1	1.025	1.025	6.147	0.014
3-Way Interactions	1	0.001	0.001	0.007	0.935
Coll Campus TNT	1	0.001	0.001	0.007	0.935
Explained	7	3.166	0.452	2.711	0.011
Residual	175	29.195	0.167		

Table F16b. Means for "Would you consult Faculty Advisor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.84 (25)	0.78 (32)	0.65 (20)	0.87 (46)	0.78 (30)
Satellite	0.69 (13)	0.20 (5)	0.87 (23)	0.63 (19)	0.60 (15)
Total	0.76 (19)	0.49 (18)	0.76 (21)	0.75 (32)	0.69 (22)

Table F16c. Means for "Would you Consult Faculty Advisor" by College and Campus

Campus	College		Total
	IWCC	SWCC	
Main	0.76 (45)	0.83 (78)	0.80 (62)
Satellite	0.81 (36)	0.54 (24)	0.68 (30)
Total	0.79 (41)	0.69 (51)	0.74 (46)

Table F16d. Means for "Voluntarily Requested Conference with Advisor" by College and Type of Student (Traditional/ Non-traditional)

Type of Student	College		Total
	IWCC	SWCC	
Traditional	0.79 (38)	0.70 (37)	0.75 (38)
Non-traditional	0.77 (43)	0.80 (65)	0.79 (54)
Total	0.78 (41)	0.75 (51)	0.77 (46)

Table F16e. Means for "Would you Consult Faculty Advisor" by College and Campus (Traditional/Non-traditional)

Campus	College		Total
	Traditional	Non-traditional	
Main	0.81 (57)	0.80 (66)	0.81 (62)
Satellite	0.56 (18)	0.76 (42)	0.66 (30)
Total	0.69 (38)	0.78 (54)	0.74 (46)

Table F16f. Means for "Would you Consult an Instructor" by College and Type of Student (Traditional/Non-traditional)

Type of Student	College		Total
	IWCC	SWCC	
Traditional	0.83 (36)	0.69 (35)	0.76 (36)
Non-traditional	0.92 (50)	0.99 (69)	0.96 (60)
Total	0.88 (43)	0.84 (52)	0.86 (48)

Table F17a. Analysis of Variance for "Would you Consult an Instructor" by Students, College and Campus

Source of Variation	df	SS	MS	F	F Sign.
Main Effects	3	1.758	0.586	6.224	0.000
Coll	1	0.006	0.006	0.068	0.794
Campus	1	0.014	0.014	0.149	0.700
TNT	1	1.594	1.594	16.924	0.000
2-Way Interactions	3	0.514	0.171	1.821	0.145
Coll Campus	1	0.013	0.013	0.140	0.709
Coll TNT	1	0.502	0.502	5.334	0.022
Campus TNT	1	0.013	0.013	0.133	0.716
3-Way Interactions	1	0.042	0.042	0.447	0.504
Coll Campus TNT	1	0.042	0.042	0.447	0.504
Explained	7	2.315	0.331	3.512	0.001
Residual	182	17.138	0.094		

Table F17b. Means for "Would you Consult an Instructor" by Students, College and Campus

	Traditional		Non-traditional		
	IWCC	SWCC	IWCC	SWCC	Total
Main	0.82 (22)	0.70 (30)	0.91 (22)	0.98 (41)	0.85 (28)
Satellite	0.86 (14)	0.60 (5)	0.95 (28)	1.00 (28)	0.85 (18)
Total	0.84 (18)	0.65 (17)	0.92 (25)	0.99 (34)	0.85 (23)

APPENDIX G. ITEM FREQUENCIES

STUDENT SURVEY

The purpose of this survey is to determine student awareness and usage of services on your campus. Participation is voluntary. We would appreciate your input. The following survey should take you 10 minutes to fill out, and could aid us in assessing student needs. Please read carefully and answer all questions that apply to you. To insure confidentiality, please do NOT write your name on this survey. If you have any questions or if you would like the results of this study upon completion, please contact:

Edna C. Smith
9 Shaun Circle
Red Oak, Iowa 51566

or

Dr. Daniel Robinson (major professor)
E265A Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

Please write your answer in the blank.

1. Age $\bar{X}$ = 28.7 at the beginning of this academic year.
   Range 17-57

2. Date of birth: month __ day __ year __

3a. Sex: female 250

3b. Type of Student
   Traditional 39.2%
   Non-traditional 60.8%
   N = 250

3c. College
   IWCC 44%
   SWCC 56%
   N = 250

3d. Campus
   Main 63.6%
   Satellite 36.4%
   N=250

4. Where do you live? N = 250

   4.4% Residence Hall
   42.4% Private home or apartment in town
   53.2% Private home or apartment out of town

5. How many miles (one way) do you drive to school? $\bar{X}$ = 15.7
   Range 0 - 75 miles, N = 250

6. Marital status: N = 250

   38.4% Single; N = 96
   4.8% Married, without children; N = 12
   32.8% Married, with one or more children living at home; N = 82
   20.8% Divorced or separated, with one or more children living at home; N = 52
   3.2% Other, please specify; N = 8

7. Are you employed? N = 249

   60.8% Yes, N = 152 39.2% No, N = 98

   If you answered yes:

   38.4% Full-time, N = 58; How many hours a week do you work?
   $\bar{X}$ = 41 hours (range 35-70 hrs.)

   61.6% Part-time, N = 93; How many hours a week do you work?
   $\bar{X}$ = 21.2 hours (range 4-50 hrs.)

8. Do you know the names of the college counselors?
   41.1% Yes, 58.9%, N = 246

9. Do you know how to get in touch with the college counselors?
   81.5% Yes, 18.5%, N = 248

10. Do you know the name of your faculty advisor?
    63% Yes, 37% No, N = 246

11. Do you know how to get in touch with your faculty advisor?
    78% Yes, 22% No, N = 245

12. Have you voluntarily requested a conference with a college counselor during the past year?
    37.5% Yes, 62.5% No, N = 248

13. Have you voluntarily requested a conference with your faculty advisor during the past year?
    36.4% Yes, 63.6% No, N = 247

14. If you should feel the need for assistance with a problem, would you consult with:
    a. a counselor, 64.6% Yes, 35.4% No, N = 158
    b. your advisor, 77% Yes, No 23.0%, N = 183
    c. instructor, 88.4% Yes, 11.6% No, N = 190
    d. other, 91% Yes, 8.3% No, N = 24

15. Have you had discussions with your faculty advisor concerning the following topics:
    a. college requirements or curriculum, 51.1% Yes, 42.9% No, N = 240
    b. occupational opportunities or requirements, 42.7% Yes, 57.3% N = 241
    c. grades, study habits or study skills, 34.2% Yes, 65.8% No, N = 237
    d. long range roals as they relate to your interests or abilities, 36.4% Yes, 63.6% No, N = 239
    e. personal or social problems, 17.3% Yes, 82.7% No, N = 237

16. Have you had discussions with a college counselor concerning the following topics:
    a. college requirements or curriculum, 43.8% Yes, 56.2% No, N = 242
    b. occupational opportunities or requirements, 27.1% Yes, 72.9% No, N = 240
    c. grades, study habits, or study skills, 12.5% Yes, 87.5% No, N = 240
    d. long range goals as they relate to your interests or abilities, 25.5% Yes, 74.5% No, N = 239
    e. personal or social problems, 8.7% Yes, 91.2% No, N = 240

17. Did you participate in any student activities this year? 23.2% yes, 76.8% No, N = 250
    If so, how many? $\bar{X}$ = 2.6, (range 1-7)

18. Were you aware of any planned student activities? 69.8% Yes, 30.2% No, N = 248

19. Would evening or weekend hours influence your use of counseling services?

Evening hours N = 242	Weekend hours N = 237
55.8% not important	66.2% not important
33.5% average importance	26.2% average importance
10.7% very important	7.6% very important

20. Would evening or weekend hours influence your taking classes?

Evening hours N = 243	Weekend hours N = 232
23.5% not important	41.2% not important
34.6% average importance	35.3% average importance
42.0% very important	23.5% very important

21. Please circle your response.
Strongly Agree = 5
Agree = 4
Neither Agree or Disagree = 3
Disagree = 2
Strongly Disagree = 1

	5	4	3	2	1	N
a. My learning experience is too fragmented	2.5	19.5	41.1	24.5	12.4	241
b. The faculty encourages students to perform up to their capabilities	36.4	42.9	15.0	5.3	.4	247
c. Class discussions are usually vigorous and intense	10.3	40.5	33.5	14.0	1.7	242
d. The information provided by my counselor is accurate	21.5	31.0	38.8	5.8	2.9	242
e. Courses at the college stress the abstract more than the concrete	2.9	13.4	58.8	20.2	4.6	238
f. Students do a lot of last minute cramming	31.7	37.9	20.6	8.6	1.2	243
g. I have developed strong communication skills	15.7	47.5	27.3	8.7	.8	242
h. Students problems are promptly resolved	7.0	21.8	55.6	12.3	3.3	243
i. My contact with most administrators has been helpful	20.2	42.1	28.9	5.8	2.9	242
j. Student elections are of great concern to students	2.9	8.2	53.7	19.7	15.6	244
k. It is easy to get a group together for card games, attending a movie, and similar activities	7.5	12.1	55.2	13.8	11.3	239
l. Intramural events generate a lot of student enthusiasm and support	2.1	17.3	60.3	13.5	6.8	237

m.	There are many opportunities to get involved in clubs and organizations	1.7	18.8	50.0	20.0	9.6	240
n.	I am glad that I came to this college	35.5	44.5	15.7	3.3	1.2	242
o.	Students have an opportunity to volunteer their time for community service projects	5.4	19.2	57.7	13.0	4.6	239
p.	There are many opportunities to attend cultural events	4.6	21.2	47.5	18.8	7.9	240
q.	If you ask, most instructors will go out of their way to help you	40.7	42.0	13.2	3.7	.4	243
r.	Students have the opportunity to develop intimate personal relationships	13.0	38.5	39.7	5.4	3.3	239
s.	Students know where to go when they they have problems	15.0	40.4	33.3	9.2	2.1	240
t.	There is an extensive program of intramural sports	3.0	16.5	62.9	13.1	4.6	237
u.	Social activities usually involve the use of alcoholic beverages	8.1	17.4	53.0	11.0	10.6	236
v.	Students seek advice from one another	27.5	54.6	17.5	.4	0.0	240
w.	The counselors show a personal interest	15.8	34.6	41.2	6.7	1.7	240

Please circle your response.
Strongly Agree = 5
Agree = 4
Neither Agree or Disagree = 3
Disagree = 2
Strongly Disagree = 1

		5	4	3	2	1	N
a.	I am behind in my assignments throughout most of the term	3.7	8.6	18.0	34.0	35.7	244
b.	Group projects are encouraged in my classes	7.9	25.3	42.7	19.9	4.1	241
c.	My classes are taught so that I can learn at my own pace	4.1	21.6	31.1	34.9	8.3	241
d.	I do most of my studying on the college campus	2.1	12.1	17.1	35.0	33.7	240
e.	I feel a high degree of academic pressure during a typical term	11.6	34.3	33.5	18.6	2.1	242
f.	The quality of laboratory equipment is good	9.6	32.9	51.2	3.7	2.5	240
g.	Most of my classes are boring	1.7	10.7	24.0	41.3	22.3	242
h.	The college curriculum has broadened my view of the world	23.1	40.1	28.5	7.0	1.2	242
i.	Course goals are clearly explained	23.1	49.2	20.7	5.6	1.2	242
j.	I study very little over weekends	7.4	15.6	17.3	32.5	27.2	243
k.	There is a sufficient number of places on campus to study	15.4	35.8	28.7	14.6	5.4	240
l.	The quality of instruction at the college is excellent	24.0	40.1	29.8	5.4	.8	242

m. Tutoring is available to students at a reasonable cost	5.5	15.1	67.2	7.6	4.6	238
n. Too many tests are given in my courses	4.1	8.7	43.0	35.1	9.1	242
o. Courses provide an intellectual challenge	23.9	53.8	19.3	2.5	.4	238
p. Much reading is expected in my courses	24.2	47.1	20.8	7.1	.8	240
q. Most courses at the college require extensive out-of-class preparation	13.0	41.0	31.0	13.0	2.1	239
r. It is easy to pass most courses at the college	8.0	39.9	29.8	18.9	3.4	238
s. I like the current learning environment at the college	18.0	50.0	25.0	4.6	1.3	239
t. Theatre, music, and the arts are important components at the college	5.2	16.3	58.8	14.2	5.6	233
u. Instructors get to know students in their classes quite well	31.1	41.2	19.3	6.7	1.7	238
v. I feel free to discuss exam scores with my instructor	32.2	47.7	14.6	4.6	.8	239
w. Faculty members are sensitive to students' needs	21.8	41.2	33.6	2.9	.4	238
x. I socialize a lot with my friends	18.7	31.5	31.9	14.5	3.4	235
y. In developing campus policies, student opinion counts	11.2	28.3	58.2	6.9	3.4	233
z. It's easy to meet people here at the college	18.8	47.9	24.8	6.4	2.1	234
aa. Students frequently engage in bull sessions on campus	14.6	27.0	48.5	6.4	3.4	233

24. What is your classification?

a) Freshman (less than 48 qtr. hrs.) 59.5%; N = 232
b) Sophomore (more than 48 qtr. hrs.) 40.5%

25. Are you:

a) Full time (registered for 12 qtr. hrs.) 66.8%; N = 238

b) Part time (registered for 11 qtr. hrs. or less) 29.4%